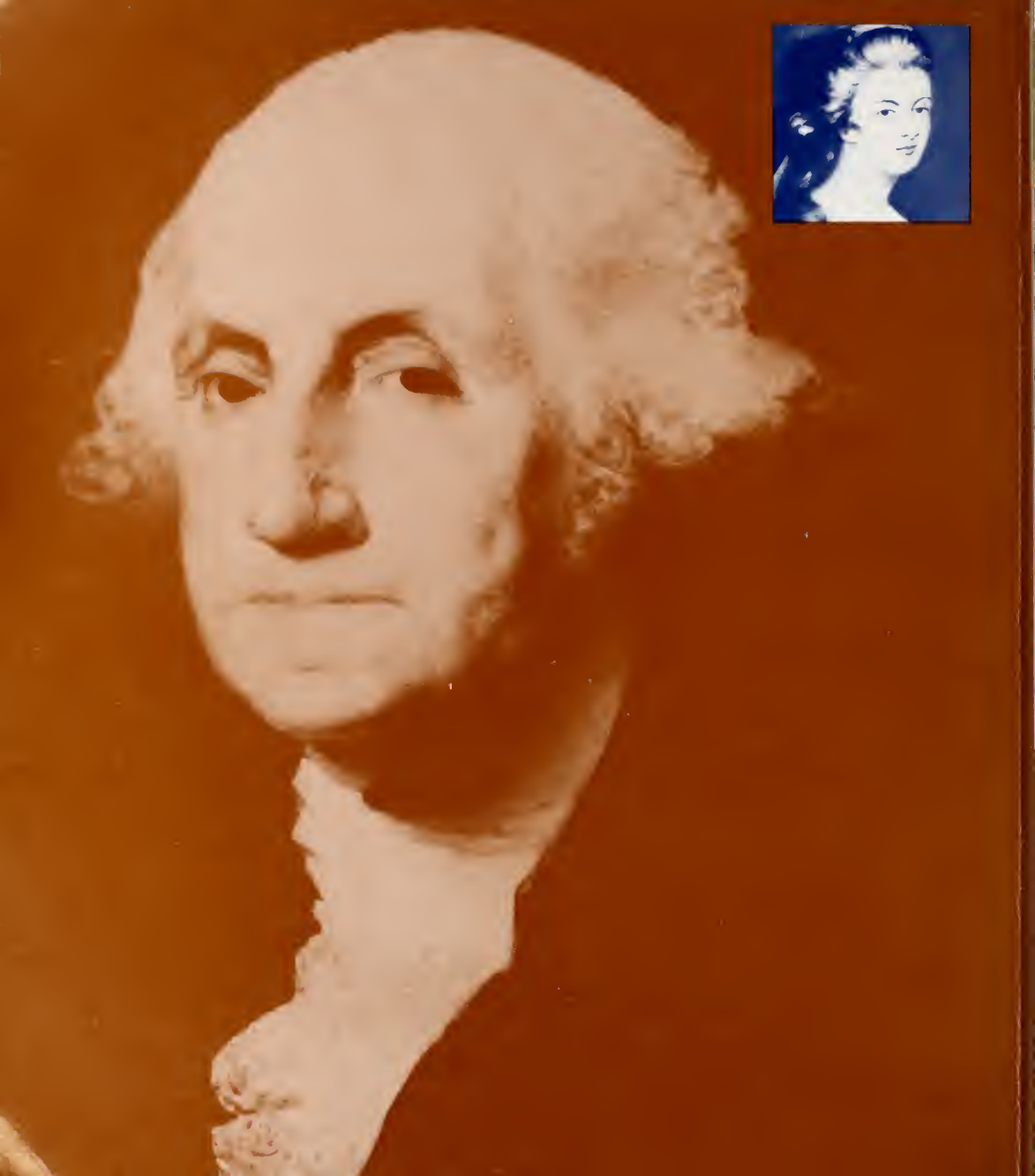
Mary Washington College

Bulletin
1976–78
Catalog



Who is Mary Washington?

If you said, "The mother of the father of our country," you're right.

If you said, "A fine, small liberal arts college in Virginia," you're also right.

And if that's all you know about Mary Washington, you're not alone.

Mary Washington is too often a case of mistaken identity.

You may have heard that Mary Washington is a woman's college. The more than 200 men on campus would disagree.

You may have heard that Mary Washington is expensive. State support keeps Mary Washington's tuition lower than that for any private college in Virginia.

You may have heard that Mary Washington is tough to get into. It is; but that's a long way from impossible. Before you make up your mind, look up the admission requirements.

Who is Mary Washington?

Mary Washington College Bulletin, Catalog Issue. Volume 7, Number 2, June, 1976. Published quarterly by Mary Washington College Fredericksburg, Virginia 22401. Second class postage paid at Fredericksburg

Mary Washington is the only small, state-supported, residential, coeducational, liberal arts college in Virginia.

Being unique, Mary Washington may offer, uniquely, what you seek in a college.

The purpose of this introduction to the Mary Washington catalog is to help you find out.

Small, State-Supported

The phrase "small and state-supported" seems almost self-contradictory. "Small college" conveys one impression, of intimacy or community; "state-supported college" may convey another, of bureaucracy. What does it mean to you that Mary Washington is both small and state-supported?

Small, we think, is more a feeling than a number. Mary Washington has 2,100 students and a faculty of 135. That's large enough to support a healthy diversity of backgrounds and interests, as well as strength in the academic program. It is not, however, large enough to encourage impersonality. The sense of community on Mary Washington's campus is enhanced by its location. Fredericksburg, though growing, is a quiet town; most student social life and most community intellectual life revolve around the campus.

Once a branch of the University of Virginia, Mary Washington since 1972 has been independent of the University. It is now one of 15 senior state-supported institutions. State support of Mary Washington means that, while the college offers advantages usually associated with private institutions, tuition is lower than that for any private senior college in Virginia.

Residential

Once totally residential, Mary Washington has a growing number of commuting students from the Fredericksburg area. However, with 85 percent of the students living on campus, the residential flavor prevails. It is reflected in the degree of participation in campus social activities, the amicability of faculty/student relations, the effectiveness of the student government, and the success of the student-developed and -administered honor system.

There are 17 residence halls, none very large—the largest holds 180 students. All offer the recreational and living amenities you would expect at any good small college. There is everything from squash courts to a 53-bed infirmary for residential students, offering inpatient and outpatient services.

Informal social life centers around Ann Carter Lee Hall where the College Shop is located, along with the Nonresidential Students' Lounge, and the Bookstore. There is at least one formal dance on campus each year. Otherwise, it's mixers, parties, movies, rock, disco and bluegrass. There are no social fraternities.

The College sponsors a concert series with five to seven visits from major orchestras, dance companies, and theater groups. The Department of Drama gives four plays and a series of laboratory productions; the College Chorus, the College Community Orchestra and other musical groups give concerts and recitals; the Dance Company performs once each semester.

The Student Handbook covers most aspects of life at Mary Washington. As a candidate for admission you can get a copy by writing to the Office of the Dean of Student Services.

Coeducational

Founded in 1908 as a state teacher's college and later developed into a college of liberal arts and sciences, Mary Washington was the woman's branch of the University of Virginia for about thirty years.

In 1970, when the University of Virginia became coeducational, Mary Washington began accepting male students.

During the 1975–76 academic year, there were a few more than 200 men on campus. However, as the College's efforts increase to make male students aware of Mary Washington as a coeducational institution, their number on campus is expected to rise sharply.

There are now two upperclass coeducational residence halls with sexes separated by floors. Freshmen live in a single sex hall. At present, the only men's intercollegiate sport is basketball, but the program grows as the number of men on campus increases.

Women compete with other colleges in nine activities including lacrosse, field hockey, and swimming. The handsome new physical education building provides excellent facilities for everyone on campus. The College has its own pool, tennis courts, and practice golf course.

The Recreation Association has sponsored ski trips, karate classes, and tennis clinics. There are clubs for hikers, fencers, riders, and students interested in synchronized swimming.

Nearly every academic department has an interest club or honorary; other groups serve students interested in physical therapy, medical studies, and international relations. There are Afro-Americans, Young Democrats, Young Republicans, and off-campus branches of student religious organizations. Students produce three regular publications.

Liberal Arts

As a college of the liberal arts and sciences, Mary Washington is committed to the concept that a broad education in the arts, sciences, and humanities, complemented by intensive study in a particular field, is an excellent preparation for life.

To help students establish the direction of their studies, Mary Washington provides a college-wide program of academic and career counseling, beginning with the first semester of freshman year. To augment the services of the counseling offices, each department designates one faculty member as a counselor on careers in that interest area. The internship program offers opportunities to earn up to twelve semester hours of credit for off-campus work.

Because students are admitted to Mary Washington with the understanding that they are academically able and personally mature, the College offers both freedom and responsibility. Students have much leeway in choosing their programs at Mary Washington, but all are demanding; even the best prepared student is likely to find freshman year difficult. There are no "cut rules" or enforced study hours. But there is help.

Because Mary Washington has no graduate programs, no compulsion for the faculty to publish or carry out research, the faculty is a teaching faculty. All professors teach at all levels. They are available for supervision of independent study, for advising, and for informal consultation. Most classes have fewer than 25 students. Occasionally a class will have as many as sixty students but will meet frequently in small labs or discussion groups. Teaching methods vary, too, but most classes are lecture-discussion or seminar. Guest lecturers come to campus often; among those who have visited are Margaret Mead, Saul Alinsky, Arthur Schlesinger, and Chaim Potok.

In Virginia

The College's 275-acre campus is thickly planted with the boxwood, holly, dogwood, and flowering fruit trees that grow in Virginia. The architecture of its buildings is Virginian, also—red brick, white-columned, neo-classical.

The campus stands on Marye's Heights, site of the Battle of Fredericksburg, a major Civil War engagement. Fredericksburg was the center of several Eastern campaigns of the Civil War. Earlier, in the Colonial period, it was the boyhood home of George Washington, and a favorite meeting place of the Founding Fathers.

Today, Fredericksburg is near the center of the East Coast megalopolis, halfway between Richmond and Washington, D.C. There are three major airports within fifty miles (National, Dulles, and Richmond). Trailways and Greyhound buses stop almost every hour at the Fredericksburg station, two blocks from campus. Interstate 95 is the major north-south route.

Ringed with shopping centers, the town retains much of its early charm, and offers an easy, gracious life style. The campus is within walking distance of downtown, allowing students to participate in community activities.

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MARY
WASHINGTON
COLLEGE

Academic Catalog

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Mary Washington College is accredited by the Southern Association of Colleges and Schools and is a member of the Southern University Conference. In addition, it is a member of the American Council on Education, the Association of Virginia Colleges, the College Entrance Examination Board, the University Center in Virginia and the National Association of Schools of Music. Its women graduates are eligible for membership in the American Association of University Women.

Honorary academic organizations with chapters on campus include Phi Beta Kappa (academic); Mortar Board (leadership, scholarship and service); Alpha Phi Sigma (scholastic); Alpha Psi Omega (dramatic arts); Chi Beta Phi (science); Eta Sigma Phi (classics); Gamma Theta Upsilon (geography); Kappa Delta Pi (education); Lambda Iota Tau (English); Mu Phi Epsilon (music); Omicron Delta Epsilon (economics); Phi Alpha Theta (history); Phi Sigma Iota (romance languages); Pi Gamma Mu (social sciences); Psi Chi (psychology); and Sigma Omega Chi (sociology).

Further, the College is committed to serve with distinction the community, the state and the nation through the selection of qualified students, the maintenance of a competent faculty and staff, and the development of an appropriate academic, cultural and physical environment.

The following catalog describes Mary Washington's academic programs, courses, and regulations. There is also a two year calendar, and a map and self guided tour of the campus. If you have questions about the College, or want to visit, don't hesitate to contact the Office of Admissions.

The intent of this catalog is to provide the student an accurate picture of Mary Washington College; however, it should not be interpreted as an irrevocable contract. The College reserves the right to revise procedures, regulations, course offerings, and fees at any time.

Calendar

1976–77

First Semester

Friday	August 27	Residence halls open 9:00 a.m. for new students who *have not* participated in a summer orientation program. Orientation begins at 1:00 p.m. for this group.
Saturday	August 28	Residence halls open 9:00 a.m. for new students who *have* participated in a summer orientation program. Student Association Orientation for *all* new students begins at 1:00 p.m.
Sunday	August 29	Residence halls open 9:00 a.m. for returning students.
Monday	August 30	Registration 8:30 a.m.–4:30 p.m., 7:00–8:30 p.m.
Tuesday	August 31	Classes begin
Tuesday	September 7	Last day to add courses
Tuesday	September 14	Last day to change pass/fail
Tuesday	September 28	Last day to drop courses without penalty
Fri.–Sun.	October 1–3	Family Weekend
Friday	October 8	Mid-semester vacation begins 5:45 p.m. Residence halls close 6:30 p.m.
Wednesday	October 13	Mid-semester vacation ends 8:00 a.m. (Residence halls open 1:30 p.m., October 12) Mid-semester grades due.
Thursday	October 14	Career Day
Thursday	November 18	Last day to drop courses without automatic F
Wednesday	November 24	Thanksgiving holiday begins 12:05 p.m. Residence halls close 2:00 p.m.
Monday	November 29	Thanksgiving holiday ends 8:00 a.m. (Residence halls open 1:30 p.m., November 28)
Fri.–Sat.	December 10–11	Reading days
Mon.–Sat.	December 13–18	Examinations. Residence halls close 6:30 p.m., December 18
Tuesday	December 28	Grades due in Registrar's Office by 10:00 a.m.

Second Semester

Tuesday	January 11	Residence halls open at 1:30 p.m.
Wednesday	January 12	New student advising, 9:00–12:00 noon. Registration 8:30 a.m.–4:30 p.m. and 7:00–8:30 p.m.
Thursday	January 13	Classes begin
Thursday	January 20	Last day to add courses
Thursday	January 27	Last day to change pass/fail
Thursday	February 10	Last day to drop courses without penalty
Thursday	February 17	Major Counseling Afternoon
Tuesday	March 1	Mid-semester grades due
Friday	March 4	Spring vacation begins 5:45 p.m. Residence halls close 6:30 p.m.
Monday	March 14	Classes resume at 8:00 a.m. (Residence halls open 1:30 p.m., March 13)
Tuesday	April 5	Last day to drop courses without automatic F
Thurs.–Fri.	April 28–29	Reading days
Sat.–Fri.	April 30–May 6	Examinations. Residence halls close at 6:30 p.m. on May 6 for students who are not candidates for graduation.
Monday	May 9	Senior grades due, 4:00 p.m.
Thursday	May 12	All grades due, 4:00 p.m.
Saturday	May 14	Graduation. Residence halls close 9:00 p.m.

First Semester

Friday	August 26	Residence halls open 9:00 a.m. for new students who *have not* participated in a summer orientation program. Orientation begins at 1:00 p.m. for this group.
Saturday	August 27	Residence halls open 9:00 a.m. for new students who have participated in a summer orientation program. Student Association Orientation for all new students begins at 1:00 p.m.
Sunday	August 28	Residence halls open 9:00 a.m. for returning students.
Monday	August 29	Registration
Tuesday	August 30	Classes begin
Tuesday	September 6	Last day to add courses
Tuesday	September 13	Last day to change pass/fail
Tuesday	September 27	Last day to drop courses without penalty
Fri.–Sun.	Sept. 30–Oct. 2	Family Weekend
Friday	October 7	Mid-semester vacation begins 5:45 p.m. Residence halls close 6:30 p.m.
Wednesday	October 12	Mid-semester vacation ends 8:00 a.m. (Residence halls open 1:30 p.m., October 11) Mid-semester grades due.
Thursday	October 13	Career Day
Thursday	November 17	Last day to drop courses without automatic F
Wednesday	November 23	Thanksgiving holiday begins 12:05 p.m. Residence halls close 2:00 p.m.
Monday	November 28	Thanksgiving holiday ends 8:00 a.m. (Residence halls open 1:30 p.m., November 27)
Fri.–Sat.	December 9–10	Reading days
Mon–Sat.	December 12–17	Examinations. Residence halls close 6:30 p.m.
Wednesday	December 28	Grades due in Registrar's Office by 10:00 a.m.

Second Semester

Tuesday	January 10	Residence halls open at 1:30 p.m.
Wednesday	January 11	New student advising, 9:00–12:00 noon. Registration 8:30 a.m.–4:30 p.m. and 7:00–8:30 p.m.
Thursday	January 12	Classes begin
Thursday	January 19	Last day to add courses
Thursday	January 26	Last day to change pass/fail
Thursday	February 9	Last day to drop courses without penalty
Thursday	February 16	Major Counseling Afternoon
Tuesday	February 28	Mid-semester grades due
Friday	March 3	Spring vacation begins 5:45 p.m. Residence halls close 6:30 p.m.
Monday	March 13	Classes resume at 8:00 a.m. (Residence halls open 1:30 p.m., March 12)
Tuesday	April 4	Last day to drop courses without automatic F
Thurs.–Fri.	April 27–28	Reading days
Sat.–Fri.	April 29–May 5	Examinations. Residence halls close at 6:30 p.m. on May 5 for students who are not candidates for graduation.
Monday	May 8	Senior grades due, 4:00 p.m.
Thursday	May 11	All grades due, 4:00 p.m.
Saturday	May 13	Graduation. Residence halls close 9:00 p.m.

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Admission

Most Mary Washington students apply for admission during the first semester of their senior year in high school and enter college the following summer or fall. Approximately twelve percent of Mary Washington College students enter as transfer students with credits from another college. Three programs permit selected high school students to enter Mary Washington College before high school graduation. Students who do not plan to earn a Mary Washington degree can apply for admission as special students.

In every case except that of special students, the Committee on Admissions reviews all material submitted and makes the final decision on admission.

We know that our academic requirements and procedures cannot meet the situation of every applicant. If you have particular questions, problems and requests, contact the Dean of Admissions and Financial Aid.

Admission Directly after High School

The Admissions Committee makes its decision on the basis of the application, a high school transcript, recommendation by an appropriate secondary school official, and results of the College Board Scholastic Aptitude and Achievement Tests.

[1]A school which is accredited by the state or a regional accrediting agency.

[2]An entrance unit represents a year's successful study of a subject in a high school or preparatory school, the class meeting five times a week.

Procedure. A student who intends to enter Mary Washington directly after high school graduation should request application materials from the Dean of Admissions and Financial Aid early in the first semester of the senior year. Students requesting a decision under the Early Decision Plan should also request the Early Decision Agreement form.

The application should be returned as soon as convenient. The transcript form, and the mid-year school report form, which includes a recommendation, as well as a record of high school performance, should be completed by the appropriate high school official and returned. If the scores earned on the Scholastic Aptitude and Achievement Tests are not included on the high school transcript, the applicant should request the College Board to send them directly to the College.

The suggested deadline for submitting an application is March 1. All applicants who meet this deadline will be notified of the Committee's decision by April 1. All acceptances are conditional upon second semester performance.

A student who makes a late decision or cannot meet the suggested March 1 deadline follows the same procedure. Applications will be considered on a space available basis. The Committee will announce its decision as soon as possible after materials have been received.

High School Preparation. The general academic requirements for admission are graduation from an accredited high school

or preparatory school and credit for at least sixteen acceptable entrance units.

The sixteen academic units should include the following:

English, 4 units

College preparatory mathematics and science, 4 units—A student who anticipates a college major in one of the natural sciences or mathematics, or who intends to certify as a teacher, should have earned three units in mathematics selected from algebra, geometry, trigonometry, calculus, or combinations of these courses, plus one unit in science. A student anticipating other major programs may submit two college preparatory units of mathematics and two units of science.

Foreign language, 2 units—Two units in the same foreign language are required and more are recommended.

Social studies, 2 units

Electives, 4 units—Electives may consist of additional units in any of the areas listed, as well as units earned in art, music, drama, journalism, etc.

A student attending a five-year school or one who begins traditional secondary school subjects in the eighth grade must complete eighteen academic units in order to meet the minimum requirements for admission. A student who does not meet the recommended distribution of subjects, but feels that he may be otherwise qualified, should write to the Dean of Admissions and Financial Aid.

Examinations. Students entering directly from high school are required to take the Scholastic Aptitude Test and Achievement Tests in English Composition as well as in at least one other area of the applicant's choice. These tests should be completed no later than January of the senior year.

Information about the tests may be obtained from the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540, or from secondary school counselors. When applying for the tests, the student should specify that the results be sent to Mary Washington College (College Code Number 5398).

Character, Personality and Interests. In addition to the scholastic record, recommendations from appropriate school officials are welcomed. Such recommendations should include an assessment of academic potential, as well as character, personality, and interests. Activities that reflect leadership or intellectual interests are impressive only if they reinforce sound academic achievement. Since Mary Washington operates under a successful honor system, assurance of personal integrity is indispensable.

Committee Review. The Committee on Admissions approves applicants, including those wishing to enter the planned-transfer programs, only if they seem prepared to succeed in a competitive, liberal arts curriculum. The Committee considers

academic achievement, class rank, secondary school recommendations, aptitude and achievement test results, as well as a pattern of courses demonstrating interest and competence in the liberal arts and sciences.

The Committee feels that the senior year is extremely important, that such basic academic subjects as English, mathematics, laboratory sciences, and foreign language should be continued through the final term.

The Typical Freshman. The average student accepted by the College, having followed an academic program in the secondary school, will be in the top third of his graduating class and will have Scholastic Aptitude Test scores totaling 1,000. Obviously this average candidate is at the middle of the pool of applicants, and candidates have records on either side of this average. Exceptions to these general guidelines are made depending upon the merits of a particular student.

Application Fees and Deposits. All students send a $10.00 non-refundable application fee with the initial application.

If a student is accepted by the College, he returns a deposit with his acceptance. A dormitory student submits a $100.00 room deposit, and a day student submits a $50.00 fee deposit. Students applying by March 1, who are notified by April 1, are required to answer and to send the deposit by May 1. If the application is late, and the letter of acceptance is received after May 1, the deposit is due within two weeks.

The deposit is applied to the first semester charges. Unless the student has asked for Early Decision, the deposit is refundable upon request until May 1. If the student is accepted for the spring semester, the deposit is refundable upon request until January 1.

Deferred Enrollment. Upon request, an accepted student may have one year to exercise the option of enrolling. Delayed enrollment is subject to admission requirements in force at the time the initial decision is made. If the student enrolls at another institution before enrolling at Mary Washington, he must apply again as a transfer student.

The student will be subject to rules, regulations, and financial charges in effect when he actually enrolls.

Early Decision Plan. The student who has selected Mary Washington College as a first choice may wish to apply for admission under the Early Decision Plan. Under this plan the student agrees to accept an offer of admission, if it is extended by the Committee on Admissions. The College in return agrees to announce its decision by December 1.

Interested candidates should request an Early Decision form along with regular application materials, early in the fall semester of the senior year. The candidate may apply to other colleges but must agree to withdraw his applications if notified of acceptance by Mary Washington.

The application form, the Early Decision form, the transcript, and results of Scholastic

Aptitude and Achievement Tests should be submitted to the College before November 1. The Committee on Admissions will review the materials and notify the applicant by December 1.

Should the Committee not act favorably on an early decision request, the applicant's file will remain active, and the Committee will reconsider it after the candidate submits additional grades and/or scores at the end of the fall semester.

Admission before High School Graduation

Selected students with exceptional ability can enroll at Mary Washington College before they have graduated from high school under one of three plans.

Admission to the Summer Session. A high school senior whose level of intellectual and personal maturity and academic promise is of the highest caliber is eligible to apply to the summer session. He must be recommended by his principal or guidance counselor.

After consulting his principal or guidance counselor, the student submits a summer session application. If accepted, he takes the same courses and course load as any freshman student. Credit and grades earned become part of his permanent record at Mary Washington.

Admission to the summer session, for any student, does not constitute admission to the regular session. A student who wishes to earn a Mary Washington degree applies, using the regular procedure, during the first semester of his senior year.

Admission to Part-time Study during the Regular Session. A qualified senior in an area high school who will not be taking a full academic load in his senior year can apply for admission as a part-time student.

The candidate submits the special student application, a high school transcript, and a letter of recommendation for this program from the principal or director of guidance.

Admission after the Junior Year. This program, in which the student enters as a full-time freshman after the junior year in high school, is designed for a small number of exceptionally qualified students who have completed almost all of the sixteen credits required for admission.

To be considered, a candidate must have all required credits in mathematics, science, and foreign language. Most commonly, the student has at the end of the junior year only one unit in English and one in social science to complete.

The admission procedure is the same as for a regular candidate, except that the student usually applies in the spring. The student presents Scholastic Aptitude Test results with the application, and must submit Achievement Test results before enrolling.

Such a student needs all the materials required of a regular candidate; in addition, the high school counselor will be asked to

speak directly to the question of the student's maturity. The Admissions Committee examines the application using the same criteria as for a senior, with the addition of the statement of maturity.

The College advises the student to complete the last high school units in summer school, if possible.

A Virginia student can arrange with the secondary school principal to be graduated from high school at the end of the freshman year at Mary Washington by using college courses to fulfill a maximum of two high school credits.

Transfers from Other Colleges

The Admissions Committee makes its decision on transfer students on the basis of the application, a high school transcript, transcripts of all college work, and the Scholastic Aptitude Test.

A candidate may be considered for transfer admission if he is entitled to honorable dismissal without academic or social probation in the last institution attended.

Residence Requirement and Transfer Credit. To be eligible for a Mary Washington degree, a student must be enrolled on campus the last semester and earn thirty semester hours of credits from the College. Also, at least three-fourths of the major program must be earned at the College.

Full information on transfer credit is given under "Academic Regulations and Policies." A preliminary evaluation of transfer credit is made by the Dean of Admissions and Financial Aid, but all final decisions are made by the Office of the Dean. Transfer credit is provisional until the student has completed one semester's work at Mary Washington College.

Procedure. The Dean of Admissions and Financial Aid will send a prospective transfer student an application and a secondary school transcript form. The student must complete and return the application and arrange for the high school transcript form to be completed and sent by the appropriate secondary school official. He must also arrange for transcripts to be sent from all colleges he has attended.

A transfer applicant is urged to submit all materials early in the first semester of the year prior to transfer. The Committee on Admissions will make a preliminary evaluation of this information and a final decision upon receipt of the first semester or quarter grades.

Examination. A candidate must submit the results of the Scholastic Aptitude Test, normally included on the high school transcript. Achievement Tests are not always required, but the Committee may request a student to take specific examinations, and the College may need Achievement Test results for placement purposes. A candidate who cannot meet these testing requirements should consult with the Dean of Admissions and Financial Aid for advice about appropriate substitutions.

Committee Review. The Committee considers many factors in judging whether the transfer candidate can succeed at Mary Washington College, but puts particular emphasis on the program and academic achievement in the last college attended.

Direct Transfer Agreement. Mary Washington College has entered into direct transfer agreements with Ferrum College and numerous branches of the Virginia Community College System. A student attending one of these institutions will be admitted to the College upon completion of one of the specified college-transfer programs, if he has earned a cumulative grade point average of 2.5 or higher on a 4.0 scale and has a recommendation from the appropriate official at the two-year college. An applicant accepted under the plan will receive credit for all work in the college-transfer program passed at the two-year institution and will matriculate with junior standing.

A student interested in applying under these arrangements should notify the Dean of Admissions and Financial Aid at Mary Washington by April 1. The completed application and records, including the results of the Scholastic Aptitude Test, should be submitted by June 1. Specific details about any of the agreements are available from officials at the two-year colleges or by writing to the Dean of Admissions and Financial Aid at Mary Washington College.

The Typical Transfer Student. A typical transfer student accepted by the Committee on Admissions is in good academic and social standing at the last institution attended and has undertaken a program similar in nature to the Mary Washington program. His level of success at the last institution predicts a good chance of success at Mary Washington.

Fees and Deposits. These are the same as for students entering directly from high school.

Servicemen's Opportunity Program. Mary Washington College is a member of the Servicemen's Opportunity College (SOC) network, a group of more than 300 colleges and universities committed to making post-secondary education more readily available to mobile military personnel through cooperation on admission, transfer of credits and residency requirements. The SOC program makes it easier for service personnel to transfer college credits between MWC and other participating institutions, and to earn their degree at the College. (Mary Washington's degree requirements specify that the student must complete 122 credit hours of college work, yet only 30 of those hours must be taken as "resident credit"—in courses taught by MWC faculty members, mostly in the student's major field.) More specific information about the SOC program may be obtained from the Office of the Dean.

Admission as a Special Student

Applicants for admission as special students are most often those who are interested not in a degree but in specific courses and

students at other institutions who will earn credits to transfer to their own institutions.

Special students are not enrolled in the degree program of the College, but they are held to the same academic standards and judged in the same way as regularly enrolled students in each course they take. Special students normally take fewer than twelve hours credit per semester; permission to take twelve or more must be obtained from the Dean of Admissions and Financial Aid.

Occasionally, a former special student will apply for admission as a degree-seeking student. In that case, he follows the regular procedure. Once enrolled as a special student, a student cannot change his status in that semester.

A special student may apply for residential accommodations only if he is permitted to enroll for twelve or more hours. A special student is admitted to the College for one semester at a time and must reapply each semester.

The special student should submit the appropriate application, and proof of high school graduation or a statement of good standing, or of graduation from another college. Graduation and good standing are most easily validated by having an official transcript sent to the Office of Admissions and Financial Aid; the student can also bring validated credentials to an official in the Office of Admissions and Financial Aid.

The special student will be notified of the specific time of registration. Although he may submit his application at any time up to the first day of class, it is more convenient if he submits his application well in advance.

Senior Citizens

Under the provisions of the Senior Citizens Higher Education Act of 1974, legal residents of Virginia sixty-two years of age and older may take courses at State-supported colleges at reduced rates, provided space is available.

Senior citizens should follow the same application procedures as special students.

Readmission to the College

Regularly enrolled Mary Washington students apply each year for readmission to the fall session. The form is mailed early in the second semester and must be returned by a specified deadline with a $10.00 application fee and a $100.00 room deposit for dormitory students, or a $50.00 fee deposit for day students. The readmission application and room deposit must be returned by the deadline if residential space is to be guaranteed. Students whose completed application and deposit are received after the deadline may be placed on a waiting list for residential accommodations.

The $10.00 reapplication fee is non-refundable; the $100.00 room deposit or $50.00 fee deposit is applied to the student's account for the following session. It is not normally refundable after a specified deadline

unless the student is ineligible to continue, or unless the Comptroller and Dean of Admissions and Financial Aid agree that unusual circumstances justify a refund.

Although the College makes every effort to furnish readmission applications directly to enrolled students, it is the responsibility of the individual student to file the application. Forms are available from the Dean of Admissions and Financial Aid.

Readmission After Leave of Absence. A student who wishes to return after a leave of absence should write the Dean of Admissions and Financial Aid and ask for a readmission form. He returns the form with the $10.00 reapplication fee and the room or fee deposit, under the same conditions as regularly enrolled students applying for readmission.

Unless there is an exceptional circumstance, a student who takes a leave of absence from the College can expect to be readmitted without difficulty. He should apply as soon as possible, especially if he wishes residential accommodations.

Readmission After Withdrawal. A student who withdraws from the College during the semester or at the end of a semester is not automatically readmitted, but must make application through the Dean of Admissions and Financial Aid. If he has attended another institution, the work there, as well as that at Mary Washington, will be taken into consideration by the Committee on Admissions.

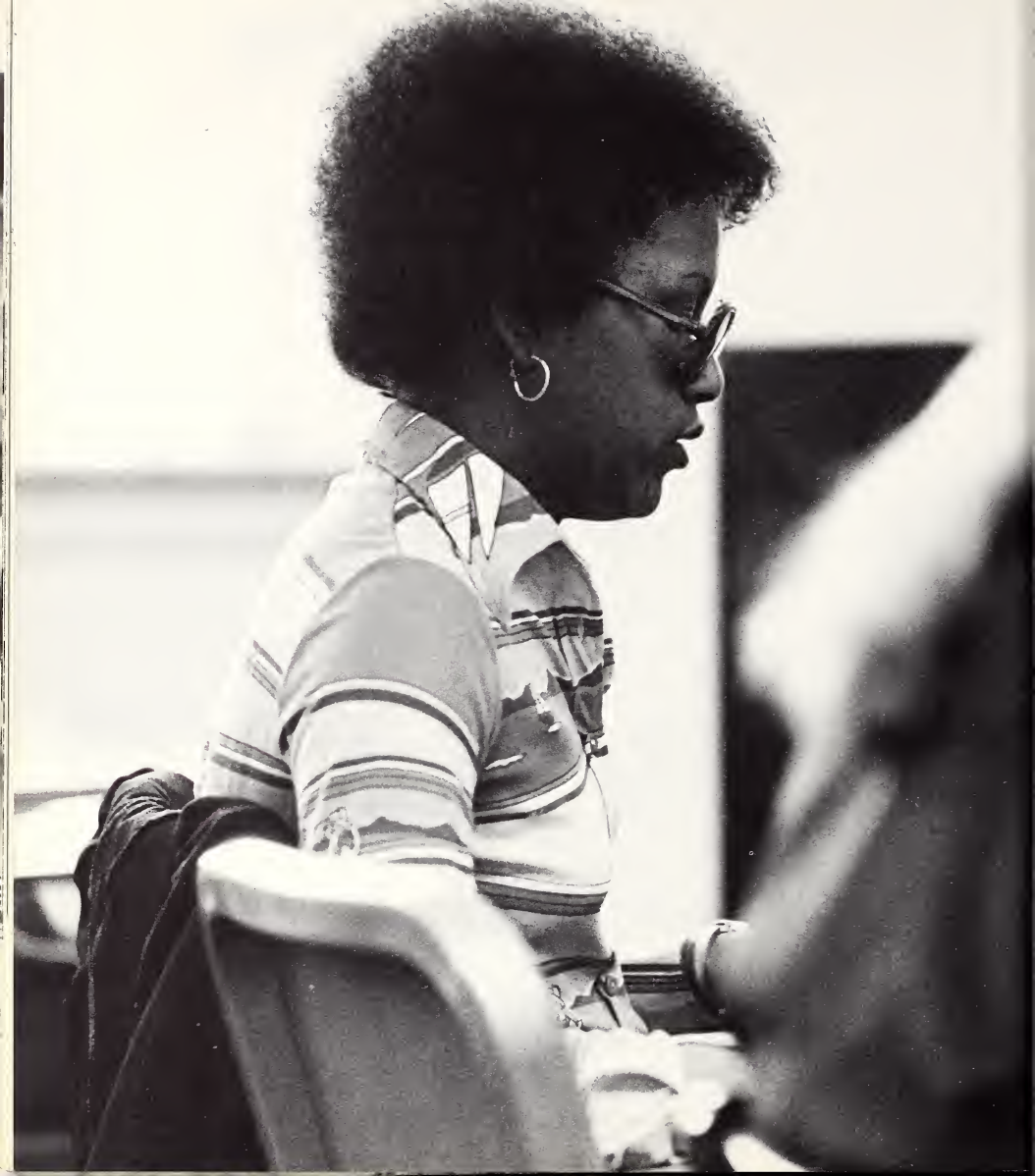
Readmission While on Probation. A student on probation will normally be readmitted to the following session, but if he does not return to that session and does not arrange for a leave of absence, he must make application for readmittance. If the student has attended another institution, the work there, as well as that at Mary Washington, will be taken into consideration by the Committee on Admissions.

Readmission After Suspension. A student suspended from the College for other than academic reasons, should apply for readmission to the Dean of Admissions and Financial Aid.

A student suspended for academic reasons will not be considered for readmission until he has been away from the College for at least two semesters (the full summer session counting as a semester). When he applies for readmission, the Dean of Admissions and Financial Aid will consult with the Dean of the College. The student also may be asked to meet with the Dean to discuss possibilities of academic success if readmitted.

Medical Examination

Every entering student who intends to reside on campus must present a certificate from a physician stating that he has had a recent physical examination. A form for the doctor's use is enclosed with the offer of admission and should be completed and returned no later than August 1.



Fees and Assistance

The College has an inclusive fee schedule, with only a charge of $7.00 for the use of academic regalia in the senior year and a $25.00 contingent fee beyond the fees stated below.

Questions related to fees and payment procedures should be directed to the Office of the Comptroller, Room 111, George Washington Hall. Questions relating to financial assistance and general college expenses should be forwarded to the Dean of Admissions and Financial Aid, Room 303, George Washington Hall.

Semester Fees and Expenses

The fee schedule below was in effect for the regular session, 1976–77. These fees, however, are subject to revision for the 1977–78 session. The summer session fee schedule is announced in the summer session bulletin.

Residential Students. Any student carrying twelve semester credit hours or more is a full-time student.

1976–77 FEES	Year Total	Per Semester
Virginia Students		
Tuition	$ 788.00	$ 394.00
Student Activity Fee	32.00	16.00
Residential Fee	678.00	339.00
Board	762.00	381.00
Total Virginia Students	$2,260.00	$1,130.00

	Year Total	Per Semester
Non-Virginia Students		
Tuition	$1,633.00	$ 816.50
Student Activity Fee	32.00	16.00
Residential Fee	678.00	339.00
Board	762.00	381.00
Total Non-Virginia Students	$3,105.00	$1,552.50

The residential fee includes laundry and Infirmary Services.

The board charge includes three meals a day, seven days a week, throughout the academic session. All residential students are required to participate in the board plan; no partial plans are available.

Full-time Non-residential Students. Any student carrying twelve semester credit hours or more is a full-time student.

	Year Total	Per Semester
Virginia Students		
Tuition	$ 788.00	$ 394.00
Student Activity Fee	32.00	16.00
Total Virginia Students	$ 820.00	$ 410.00

	Year Total	Per Semester
Non-Virginia Students		
Tuition	$1,633.00	$ 816.50
Student Activity Fee	32.00	16.00
Total Non-Virginia Students	$1,665.00	$ 832.50

Part-time Students. No student will be admitted on a part-time basis who registers for more than eleven semester credit hours.

Virginia Students pay $28.00 and non-Virginia Students pay $56.00 per credit hour.

Students participating in the off-campus teacher training program are part-time students, and charges are based on the number of credits for which the student is enrolled at Mary Washington (at least six hours for student teaching).

Part-time students are not ordinarily eligible for laundry, infirmary, dining hall services, or admission to those events covered by the Student Activity Fee. A part-time student may participate in these services by paying the fee at registration. Use of these services will depend on their availability at the time of the request. Fees will be billed by the semester, with a part-time student paying the same as a full-time student.

Application Fee. An application fee of $10.00 must accompany every application for admission from a new student or from a returning student. This fee is applied to the cost of processing the application for admission. It is entirely separate from other fees, is not refundable, and cannot be deducted from other charges.

Contingent Fee. A full-time student must pay a $25.00 contingent fee in addition to the fees outlined above. It is added each year to the bill for the first semester the student is on campus, and is due with the first payment.

Each student is held responsible for the care and preservation of College property and, as far as possible, all damage to buildings and equipment will be repaired at the expense of the student causing such damage. The fee is also used to cover any existing balance in the student's account at the end of the year. Any unused portion of the contingent fee is returned at the end of the year.

Infirmary Fee. Nonresidential students are eligible to use the Infirmary for a fee of $45.00 per semester, collected with other College fees. Arrangements for Infirmary privileges must be made with the Comptroller prior to the opening of residence halls.

Payment of the fee entitles the student to receive sick call privileges identical to those provided for residential students. Should the student be confined to the Infirmary, there is a charge of $6.00 per day or portion of a day for meals and a bed. This per diem charge and any prescribed medication is charged to the student's account.

A student enrolling for the service must have the results of a physical examination on file in the Infirmary four weeks prior to entering the College before his eligibility is complete. For more information and appropriate forms, contact the Infirmary, P.O. Box 1095, College Station, Fredericksburg, Virginia 22401.

Senior Citizens. A legal resident of Virginia sixty-five years of age or older may take courses at Mary Washington at reduced rates provided space is available. A resident having a taxable income not exceeding $5,000.00 for federal income tax purposes for the preceding year may enroll in courses for credit or non-credit or may audit credit courses (attend classes without receiving grades) at no charge. A senior citizen resident with federal taxable income levels exceeding $5,000.000 may audit credit courses or enroll in non-credit courses without paying general college fees, but must pay general college fees if he wishes to take courses for college credit. The application fee of $10.00 will be charged an applicant whose taxable income exceeds $5,000.00. A senior citizen may enroll in up to three credit or non-credit courses per semester with no limit to the number of semesters.

For complete information contact the Dean of Admissions and Financial Aid, Box 1098, College Station, Fredericksburg, Virginia 22401, Telephone (703) 373-7250, Ext. 281.

Terms of Payment

All fees, room rent, and board are billed and payable in advance by the semester.

Room and Tuition Deposits. After notification of acceptance for admission or readmission by the Dean of Admissions and Financial Aid, a room deposit of $100.00 is required of a residential student, and a $50.00 tuition deposit of a nonresidential student. No student will be assigned a residence hall room until the payment of $100.00 has been received. These deposits are not normally refundable after a specified deadline and are applied to the fees for the regular session immediately following.

Exceptions to the policy will be made only in the most unusual circumstances, as determined by the Comptroller and the Dean of Admissions and Financial Aid.

Statements and Due Dates. Any variations from the terms of payment listed below must be approved in writing by the Comptroller prior to the due dates.

A full-time student is mailed a statement well in advance of the beginning of each semester. All payment is due by the date specified on the statement. A part-time student is required to make payment in full at registration. No part-time student will be allowed to complete registration until the account is paid in full.

Known scholarships and loans are credited at one-half the annual award per semester and will be shown on the semester statement. If an award has not been credited on the statement, notify the Office of the Comptroller immediately so that a revised bill may be prepared.

If a full-time student has not received a statement of charges and fees by two weeks prior to the opening of the Semester, he should notify the Office of the Comptroller as soon as possible, so that a statement can be prepared, mailed, and the account paid prior to registration.

If full payment for fees and tuition has not been received by the due date, or if satisfactory payment arrangements have not been made with the Comptroller, the student will not be permitted to register. Any student whose full account, including charges such as library fines and lost book charges, parking tickets, dining hall guest charges, Infirmary charges, and lost key charges, is not settled at the end of the semester, will not be able to receive grades, transcript, or be eligible to return to the College until the account is settled, or satisfactory arrangements are made to settle the obligation.

Delinquent Accounts. Any charge incurred in collecting a delinquent account will be added to the account. This applies, but is not limited to, charges by an attorney or collection agency.

Any check submitted for payment of College fees that is returned for insufficient funds, or similar reasons normally will not be resubmitted for payment. A cashier's check in full payment will be required.

Refund of Fees. A student who withdraws from the College during the semester should notify the Office of the Registrar and complete the withdrawal form. A copy of the form will be sent to the Office of the Comptroller and will serve as the basis for withdrawal charges and credits.

Any student forced to withdraw for reasons beyond his control should speak to the appropriate College official (the Counseling Office, Registrar, etc.) who may advise discussing the adjustment of charges with the Comptroller.

All students, full- or part-time, residential or nonresidential must withdraw through the Office of the Registrar. Adjustment of charges and credits may be made *only* by the Office of the Comptroller.

The following charges are applicable for students withdrawing during the semester:

Withdrawal Charges
(In Effect for Regular Session 1976–77)

FULL-TIME STUDENTS	1st/15th day of semester	16th/55th day of semester	After 55th day of semester
Virginia Students	$ 80.00	$197.00	$394.00
Non-Virginia Students	$165.00	$408.00	$816.50
Residential Fee*	$100.00	$169.50	$339.00
Student Activity Fee	$ 5.00	$ 16.00	$ 16.00
Nonresidential Infirmary Fee	$ 10.00	$ 22.50	$ 45.00

BOARD—A student will be *charged* $3.20, a day or portion of a day for each day in residence beginning with the opening of the residence halls.

Part-time Students. A part-time student who completely withdraws from the College will be charged twenty percent of general college fees and/or tuition from the 1st through the 15th day of the semester, one half of charges from the 16th through the 55th day of the semester, and full charges after the 55th day.

Check Cashing. A student may cash checks for small sums at the College Shop and at the College Bookstore. Checks which are returned to the Office of the Comptroller for insufficient funds will be charged a fee of $5.00. A second violation will incur a $5.00 charge and will result in check cashing privileges being suspended in College facilities for thirty (30) days. Subsequent violations will result in a $5.00 charge and check cashing privileges being suspended for the remainder of the semester.

Reporting Financial Aid Not Provided by Mary Washington. If a student is receiving financial aid from a source other than the College, it is his responsibility to insure that notification of the award, its amount, and method of payment have reached the Office of the Comptroller by the opening of school. Failure to provide such notification could result in a student's account being delinquent.

Classification as a Virginia Student

To be considered a Virginia student for any given semester, the applicant must have been a legal resident in the State of Virginia for at least the year preceding the beginning of that semester. If the student resides with his father, the father must have been a legal

*For the purpose of determining withdrawal charges, the semester begins with the first day of classes. A residential student withdrawing prior to the first day of classes will be charged the $100.00 room deposit and $3.20 a day or portion of a day for board charges.

resident of the State of Virginia for at least the year preceding the semester in question, and must have paid Virginia State Income Tax on his total earnings during this time. In the event that a student claims legal residence separate from the father's, the burden is upon the student to provide, by convincing evidence, that he has been a legal resident of Virginia for the necessary period, and has taken some definite step to establish Virginia as his legal residence.

For tuition purposes, the married female must take the legal residence of her husband unless she can show evidence of an established legal domicile different from that of her husband.

Questions on classification for tuition purposes should be addressed to the Comptroller. A request for classification change from non-resident to resident must be made in writing.

Campus Bank

Through special arrangements, a branch of the Farmers and Merchants State Bank is located in Ann Carter Lee Hall. Students are encouraged to use the services available. The College discourages students from keeping large sums of cash.

Financial Assistance

Mary Washington College's policy is to provide, without regard to race, sex, color, religion, or national origin, financial assistance to any student who otherwise would not have sufficient resources to provide for his educational expenses. A part-time student, registered for less than six hours per semester, is not eligible for consideration. Where the financial needs of the applicants exceed available College resources, those applicants who demonstrate the greatest need will be given priority.

Assistance provided by the College may be a grant, a loan, a work assignment, or any combination of the three. Recipients of scholarships are selected on the basis of financial need and academic merit, with the exception of the Regional Scholarship which is based solely on merit. Each year about $500,000.00 is shared by more than 300 students.

Awards, ranging from $100.00 to amounts covering fees, books and tuition are made for a one-year period. The College reserves the right to adjust the aid offer if a student's financial situation is changed by an award or job received subsequently from outside sources, or by a material improvement in the finances of the applicant or applicant's family. A returning student must re-apply for financial assistance every year, and the amount of aid may vary depending upon the parents' financial circumstances, the amount of resources available to the College, and the student's academic record.

All assistance awarded is based on demonstrated financial need as determined by the College Scholarship Service of which the College is a member. A dependent student seeking such assistance must file with the CSS a completed copy of the PCS.

For independent and married students a SFS must be filed. These statements may be obtained from a secondary school or from the CSS, Box 176, Princeton, New Jersey 08540, or Box 1025, Berkeley, California 94701.

For a freshman and transfer student, March 1 is the deadline for the College's receipt of the PCS or SFS. Therefore, an applicant should file his statements with the CSS by February 1. Once the College has received the PCS or SFS, it will send the student an Application for Financial Assistance which must be returned by April 1. Award notification is sent in mid-April.

A currently enrolled student must file both the College's Application for Assistance and the PCS or SFS by April 15. These forms are available in the Office of Admissions and Financial Aid.

Any request received after the deadlines will be considered only if additional funds are available. No action will be taken on an application until the student has been admitted or readmitted to the College.

A candidate for early decision, whose completed application is received prior to November 1, will be notified of his award by December 1. For the College to receive the PCS or SFS statements by November 1, the applicant should file them with the College Scholarship Service not later than October 1.

An applicant for financial assistance, whose total family income is less than $15,000.00, is required to apply for a federal Basic Educational Opportunity Grant (BEOG).

A Virginia applicant, regardless of his family income level, is required to apply for the College Scholarship Assistance Program grant.

Ownership or control of a motor vehicle by a student receiving financial aid is considered to be an indication of increased overall financial strength. Therefore, the Blue Book value of the vehicle is ordinarily added to the student's capital assets, and his financial aid is usually reduced somewhat. A student who plans to have a motor vehicle on campus must submit information concerning make, model, and year of the vehicle with his application for aid.

Each student is expected to help himself through part-time and summer employment and by borrowing against future earnings.

Scholarships and Grants

All scholarship and grant recipients must maintain at least good standing or better, as stipulated by the scholarship, and make normal progress toward a degree.

Regional Scholarship Program. Each spring alumni committees select twenty-five outstanding and promising first-year students as Regional Scholars, twenty of whom will come from Virginia's ten Congressional Districts and five from among out-of-state nominees. This four-year $1,000.00 honor scholarship is given to a student with or without financial need, in recognition of superior academic preparation and potential for achievement. To retain this scholarship, a student must maintain a grade point average of 2.5 in his freshman year and 3.0 in subsequent years to be eligible for consideration. A student must be nominated by his high school principal or guidance counselor before he may apply for the scholarship. An applicant for the scholarship must also be an applicant for admission

Lalla Gresham Ball Scholarships. These scholarships were established by Mrs. Jessie Ball duPont in memory of her mother. An applicant must reside in one of the following counties of Virginia: King George, Westmoreland, Northumberland, Richmond, Lancaster, Essex, King, and Queen. These scholarships may be renewed annually provided the recipient maintains good academic standing (a C or 2.0 overall average) and demonstrates financial need.

Mary Washington College Anonymous Scholarships. These scholarships are awarded annually to students in need of financial assistance, with not less than an overall C average.

Biology Scholarships. Through a generous friend of the College, an ample fund for biology scholarships has been established. Juniors and seniors majoring in biology or biochemistry, who have earned at Mary Washington a B or 3.0 average in those courses taken in the major subject and a 2.5 average in all courses completed at the College are eligible to apply. Awards will be made upon recommendation of the department chairman and the Committee on Financial Aid, and approval by the President. These scholarships are also available to students planning graduate work in biology or biochemistry.

State of Virginia Scholarships. These partial scholarships are awarded on the basis of demonstrated financial need to regular full-time students who are legal residents of Virginia.

The Virginia College Scholarship Assistance Program Grant. The Virginia College Scholarship Assistance Program provides need-based grants and loans to Virginia students enrolled in Virginia public and private institutions of higher learning. The program's purpose is to serve as one means of guaranteeing that financial conditions will not prevent the Commonwealth's college-age students from gaining access to higher education.

Applications usually must be filed no later than March 31 with the State Council of Higher Education for Virginia, and this agency must also be designated a recipient of the Parents' Confidential Statement or Student Financial Statement with a postmark deadline of not later than March 31. Applications are available in secondary schools and in the Office of Admissions and Financial Aid.

Davison-Foreman Foundation Grants. Through a generous gift from the Davison-Foreman Foundation, the College is able to award a number of grants based upon need and academic potential, with preference given to out-of-state students.

Chi Beta Phi Scholarships. This national honorary scientific fraternity awards annual scholarships of approximately $300.00 each to outstanding students majoring in science or mathematics. Preference is given to members of Chi Beta Phi.

Carol E. Casto Memorial Scholarship Fund. Established by Mr. and Mrs. Harold J. Casto, in memory of their daughter, this gift of at least half of the cost of the general college and student activities fees is awarded annually to a resident of Virginia. Although preference is given to applicants from Arlington County, students from other counties in Virginia may apply.

The Chandler Scholarship. Algernon B. Chandler, President of Mary Washington from 1919 to 1928, bequeathed $1,000.00 to the College. The proceeds are used toward the education of a junior or senior selected on the basis of scholarship and need.

Ann Elizabeth Fitschen Memorial Political Science Award. Established by gifts from family, friends, and classmates of Ann Elizabeth Fitschen '75, a cash award is made annually to the senior majoring in Political Science with the best academic average, as determined by members of the Department of Economics and Political Science. An additional sum is presented annually to the Department, on behalf of the recipient, to be spent at the discretion of the Chairman.

Carrol H. Quenzel Memorial Scholarship Fund. Established in memory of Dr. Carrol H. Quenzel, former Mary Washington Librarian and Professor of History, these annual scholarships are awarded to deserving junior and senior students. Preference is given first to those who worked in the previous semester or are working in the current semester in the Library, and then to students majoring in history.

Lynn Ruby Memorial Scholarship Fund. Established in memory of Lynn Ruby '68, this award is given first to graduates of Woodbridge Senior High School, Woodbridge, Virginia, and then to residents of the State of Ohio.

Minnie Rob Phaup Memorial Scholarship. Established in memory of Minnie Rob Phaup, of the

Mary Washington College faculty, this scholarship may be awarded to an outstanding junior or senior in psychology or for graduate study in psychology.

Maurine Arnott Scholarship Fund. This scholarship was established by a bequest from Maurine Arnott. Income from the funds is used to aid worthy and needy students, with preference given to female students.

Ann Elizabeth Collins Memorial Art Award. Established in memory of Ann Elizabeth Collins '73, by friends, relatives, and faculty, this award is a $50.00 cash prize given annually to the student who has the greatest potential for pen and ink drawings and graphics. The recipient is selected by members of the Department of Art, and the award is presented at the Student Art Show or another appropriate recognition event.

Albert R. Klein Memorial Scholarship Fund. Established in memory of Dr. Albert R. Klein, former Chairman of the Department of Dramatic Arts and Speech, this annual award provides partial scholarships. Preference is given to students pursuing a major or concentrated effort in drama or speech.

The Michael Houston Memorial Fund. Established in 1973 in memory of Michael Houston, the first Vice President of the College and Associate Professor of History, scholarships are awarded to students whose parents are among the classified personnel of the College.

The Thomas Howard and Elizabeth Merchant Tardy Endowment Fund. This fund was established in 1962 by Mrs. Ida Elizabeth Tardy. The income from the grant is used primarily to aid students descended from James R. Tardy and his wife, Mary M. Tardy, and from William H. Merchant and his wife, Belle Ashby Merchant.

Supplementary Educational Opportunity Grants. Established by the Higher Education Act of 1965 and subsequent amendments, these grants of $200.00 to $1,500.00 are awarded to students of exceptional financial need who otherwise would not be able to attend the College. These awards must be equally matched by other College aid. Recipients must be capable of maintaining good academic standing.

Basic Educational Opportunity Grant. The Basic Educational Opportunity Grant Program was designed by the Federal government to provide financial assistance for those who without such assistance could not attend college. Basic grants are intended to be the floor of a financial aid package and may be combined with other forms of aid to meet the cost of education. The amount of a Basic Grant is determined by student and family financial resources.

Unlike a loan, a Basic Grant (BEOG) does not have to be repaid. Awards range between $200.00 and $1600.00. Applications are available in the secondary schools and in the College's Office of Admissions and Financial Aid.

Special Forms of Assistance

Special funds, not administered by the Office of Admissions and Financial Aid, are available to assist students with their academic pursuits. Following are details about these funds.

Richard S. Cross Grants for Undergraduate Research. Established by the late Richard S. Cross, of the College's first Board of Visitors, and supported by the generosity of his family, these grants are available to support student research projects which have been approved for academic credit by the departments and by the appropriate College committee. Further information may be obtained from the Assistant Dean for Instruction.

The Grellet C. Simpson International Scholarship (for study abroad). Given for the first time by the Alumni Association in the spring of 1974 in honor of the retirement of College President Grellet C. Simpson, this award carries a stipend of a maximum of $2,500.00 for up to a year's study abroad. Interested students who have completed thirty-six credit hours at Mary Washington College should submit a proposed program of study and budget to the Dean of the College

Annie Fleming Smith Scholarship Fund. This scholarship was established by Mrs. Elsie Ball Bowley in memory of Mrs. Annie Fleming Smith, whose efforts made possible the preservation of Kenmore, the home of George Washington's sister. The recipient is to devote to the Kenmore Association as much time and service as the authorities of Mary Washington prescribe In awarding this scholarship, primary consideration is given to students from the Virginia Northern Neck, consisting of King George, Westmoreland, Richmond, Lancaster, and Northumberland counties Inquiries should be addressed to the Dean of the College

Lt. General Albert J. Bowley Scholarship Fund. This scholarship was established by Mrs. Elsie Ball Bowley in memory of her husband, Lt. General Albert J. Bowley, a distinguished officer of the United States Army. The recipient is to devote to the James Monroe Memorial Library as much of her time and services as the authorities of Mary Washington College prescribe. Consideration is first given to juniors and seniors who are daughters of service personnel, and then to students from foreign countries (preferably Latin Americans), or to upperclassmen whose major interests and work lie in the fields of history or political science. Inquiries should be addressed to the Dean of the College.

Director of Financial Aid Discretionary Fund. Established in 1971 by the Cap and Gown Chapter of Mortar Board, this fund assists currently enrolled students in need of a cash sum. For information contact the Office of the Director of Admissions and Financial Aid.

Loans

The National Direct Student Loan Program. Funds for this program are provided jointly by the Federal government and the College. A borrower must carry at least six credit hours per semester, need the amount awarded, be capable of maintaining good academic standing, and be a citizen or permanent resident of the United States. The amount of each loan is determined by the Assistant Dean of Admissions and Financial Aid upon review of the Confidential Financial Statement.

No interest on the loan will accrue prior to the beginning of the repayment period, which begins nine months from the date the borrower ceases to carry at least six credit hours per semester. Interest thereafter is paid at the rate of three percent annually.

The Guaranteed Student Loan Program. The Guaranteed Student Loan Program allows eligible students to borrow funds to meet college expenses at an interest rate lower than that for most conventional commercial bank loans. The major purpose of the Guaranteed Student Loan Program is to provide loans to students from middle income families who do not qualify for assistance from other sources. Commercial banks, savings and loan associations, credit unions and other similar lending institutions participate in this program. In most cases, the maximum a lending institution will allow a student to borrow is $2,000.00 per academic year. To be eligible a student must be a United States national, be enrolled in or plan to enroll in six or more credit hours of work and be in good academic standing.

Application for these loans is made directly with the lending institution.

Student Employment

The College offers many opportunities for part-time employment. Demonstrated need and the ability to perform the job are primary factors in awarding the assignment. It is not necessary to demonstrate financial need to be eligible for campus employment. Most positions, which include those in the Library, residence halls, laboratories, dining hall, and faculty offices, pay about $550.00 to $750.00 for the nine-month session. Inquiries should be directed to the Office of Admissions and Financial Aid, Box 1098, College Station, Fredericksburg, Virginia 22401. The office is located in Room 303, George Washington Hall. Application for student employment should be made by March 15.

College Work-Study Program. Employment is available through this program to qualified full-time students and those carrying at least six credit hours per semester, who have demonstrated financial need. Students usually work from ten to fifteen hours per week either in on-campus or off-campus programs. Opportunities are also available for full-time summer employment in public or other non-profit organizations throughout the State. Net earnings from this program are to be used in meeting college expenses. Address inquiries to the Office of Admissions and Financial Aid, Box 1098, College Station, Fredericksburg, Virginia 22401. The office is located in Room 303, George Washington Hall.

Program of Studies

As a college of liberal arts and sciences, Mary Washington concentrates on those disciplines considered equally valuable as preparation for careers, graduate study, professional schools, citizenship, and individual development.

We recognize that making decisions is an important part of the educational process. Students at Mary Washington College have many choices to make. Naturally, faculty advisers are available to assist in planning the program of study, but the final decision is always the student's own.

Central to the academic program is flexibility. Degree requirements are stated, not in terms of specific courses, but in terms of accomplishing certain purposes. Students are expected to show competence in English composition and in foreign language, and to investigate four broad areas of the liberal curriculum: literature, the humanities, the social sciences, mathematics and the natural sciences. Then, each student takes eight to twelve courses concentrated in one subject or area. These constitute the major.

Significantly, basic requirements and the major account for only a little more than half of a student's four-year course of study. How to fulfill the remaining credit hours is something each student must decide. The College encourages each student to use all of his resources to develop a rich and diverse overall program. Some options, which further encourage flexibility and diversity, are independent study courses, opportunities for special majors, the pass/fail option, and the availability of academic internship programs.

Major Programs

The College offers four ways to organize studies: the departmental major; the interdisciplinary major; cooperative majors; and the special (individually designed) major.

Departmental Majors.

Art (history)
Art (studio)
Studio
Biology
Chemistry
Classics (Latin)
Dance
Dramatic Arts
Economics
English
French
Geography
Geology
German
History
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Religion
Sociology
Spanish

These major programs are offered through various academic departments. Courses for these majors are listed later in the catalog, and specific requirements for the major programs are available through the particular departments.

Interdisciplinary Majors.

American Studies
Classical Civilization
Pre-Foreign Service
Russian Studies

The curricula in these four programs provide an interdisciplinary approach to study of the

fields. In an interdepartmental program, students combine work in a variety of related areas with core courses offered specifically for the programs. Since guidelines for each of these majors are individually organized, students should plan their programs carefully in consultation with the adviser in the particular field.

Cooperative Majors.

Medical Technology
Speech Pathology and Audiology

Students majoring in these programs follow the same degree program as for any major program, except that the final thirty credits, including most of the work for the major program, are earned off-campus at a cooperating institution. The undergraduate degree in these programs is awarded by Mary Washington College. General descriptions of the programs appear in the Programs and Course Offerings section of this catalog, and specific information is available from the program advisers.

Special Majors. Students may develop their own major programs by combining courses from two or more departments which define a field of concentration. Recently, majors have been arranged in such areas as ecology, modern European studies, linguistics, anthropology, and Asian studies among others. These majors are individually planned by the student with a faculty adviser and must be approved by the middle of the student's junior year. Further information on the special major option is available from the Office of the Assistant Dean for Academic Instruction.

Pre-Professional and Career-Focus Opportunities

The College offers several career-oriented blocks of courses or supervised experiences designed to guide students toward concentration in specific areas not highlighted by established departmental offerings. Included in this category are pre-professional and career-focus opportunities, academic internships and planned-transfer groupings. These are not majors, but selected concentrations or off-campus work providing entry-level preparation for employment or professional study.

Course Groupings. Related courses have been combined in a number of areas to provide students with general background in particular fields. These include pre-law and pre-medical studies, career-focus opportunities in cartography, communications, human learning, and social work. Each of these course groupings is described later in this catalog, and each has a faculty adviser who should be consulted for guidelines.

Academic Internships. Mary Washington College offers its students a program of academic internships, which allows qualified juniors and seniors to work in off-campus positions where they may apply and expand their knowledge under expert guidance. Cooperating departments at the College supervise the interns and award up to twelve credit hours of approved academic credit, for the experience. Interested students should consult with the appropriate department or the Director of the College Internship Program.

Planned-Transfer Groupings. Students interested in physical therapy and nursing careers can complete two years of study at Mary Washington College, transfer, and earn a degree according to the transfer school's admission and degree requirements. The specific grouping of courses for these planned-transfer programs should be arranged with the College program adviser in conjunction with the transfer institution's guidelines.

Degree Specifics

Mary Washington College offers the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Medical Technology. The degree is determined by the choice of the major program.

All degrees require 122 semester credit hours, distributed in five categories: basic requirements, diversification, the major program, electives, and physical education. No course can be scored in more than one category. In addition, all students must demonstrate competence in English composition and in foreign language.

Basic Requirements. Two one-semester courses or a one-year course, for a total of at least six credits, is required in each of the following areas:

Literature—literature courses in classics, English, and modern foreign languages;

Humanities—appropriate courses in art, classics, dance, dramatic arts, music, philosophy, religion, and speech;

Social Science—appropriate courses in anthropology, economics, geography, history, linguistics, political science, psychology, and sociology;

Natural Science and Mathematics—appropriate courses in astronomy, biology, chemistry, geology, mathematics, physics, and statistics.

Courses applied to the basic requirements are identified in the course listings by the symbol referring to the area division listed above. In every case, the content of the course, not the department in which it is taught, determines whether or not it can be used to fulfill a basic requirement.

Diversification. At least one-third (forty credits) of the courses required for graduation must be taken in a subject or subjects other than the major subject. These are in addition to courses taken for basic requirement. Degree programs based on the minimum of 122 hours can have no more than forty-five percent (fifty-five credits) of the total degree program in the same subject, unless they have been approved as Greater Concentration Programs. (See below.) Students in interdepartmental majors can use any course for diversification.

Major Program. Up to one-third (a maximum of forty credits) of the degree program may be required in the major program.

Electives. Additional courses must be taken to complete a total of 120 semester hours credit, exclusive of the required one year (two credits) in physical education.

Physical Education. Each student is required to take two credits of physical education or studio dance.

Demonstration of Competence
English Composition. Each student must demonstrate competence in English composition, normally by successfully completing a writing workshop (English 101.) However, some students establish competence on other bases.

Foreign Language. Each student must demonstrate competence equivalent to the completion of the intermediate-level college course in foreign language. Students who do not have four units of one language in secondary school will be required to complete the intermediate course, unless excused by the department.

Alternate Degree Program Allowing for Greater Concentration

Students with exceptional backgrounds and particularized interests may apply for a degree program with greater concentration than the normal degree program. In an approved Alternate Degree Program, up to one-half of the total program may be taken in a major subject; up to three-quarters of the total program may be taken in a single area (areas are those defined under basic requirements: literature, humanities, social sciences, and mathematics and natural sciences); at least one-quarter of the total program must be taken in an area other than that including the major subject.

Interested students must apply for approval to the Committee on Special Degree Programs, at any time through the junior year. The Committee will consult with the appropriate departments concerning the student's preparation, if the basic requirements have not been completed at the time of application.

Additional Course Information

Programs and Course Offerings. This section of the catalog contains general descriptions of the College departments and programs and a specific listing of all courses offered at the College. Not all courses are taught each semester, and students are advised to consult the schedule of classes, issued a few weeks before each semester, to obtain specific data on which courses will be offered. The schedule of classes also details the number of class meetings, the time and place of the classes, as well as the instructors for the various courses. Information on the major programs offered by the academic departments is available from the chairman of the department.

Course Levels and Prerequisites. Course offerings are divided into lower level (100/200) and upper level (300/400). Courses numbered 100 through 199 are usually regarded as elementary or introductory courses. Courses numbered 200 through 299 usually assume some prior study in the subject, either in high school or college. Courses numbered 300 through 499 are advanced courses and usually assume

previous course work or special competence in the field. Courses numbered 500 are Honors courses or internships.

Before enrolling in a course, a student should check necessary prerequisites. Some departments have a beginning course that is prerequisite to all other courses in the department, such as Chemistry 111, 112, a fact which is stated at the beginning of the course listings. In other departments, the student may begin with any of the lower level courses; for instance, a student may begin with any of the 100–200 level Religion courses. If a course has a specific prerequisite, in addition to any general prerequisites for the department, it is part of the course description and identifies prior content necessary to a particular course. If a student judges he can do the work in the advanced course without the prerequisite, he should talk with the chairman of the department involved.

Continuous Courses. Continuous courses, where two semesters are listed together (for example, French 101–102; Chemistry 111, 112; History 357, 358) are of three kinds.

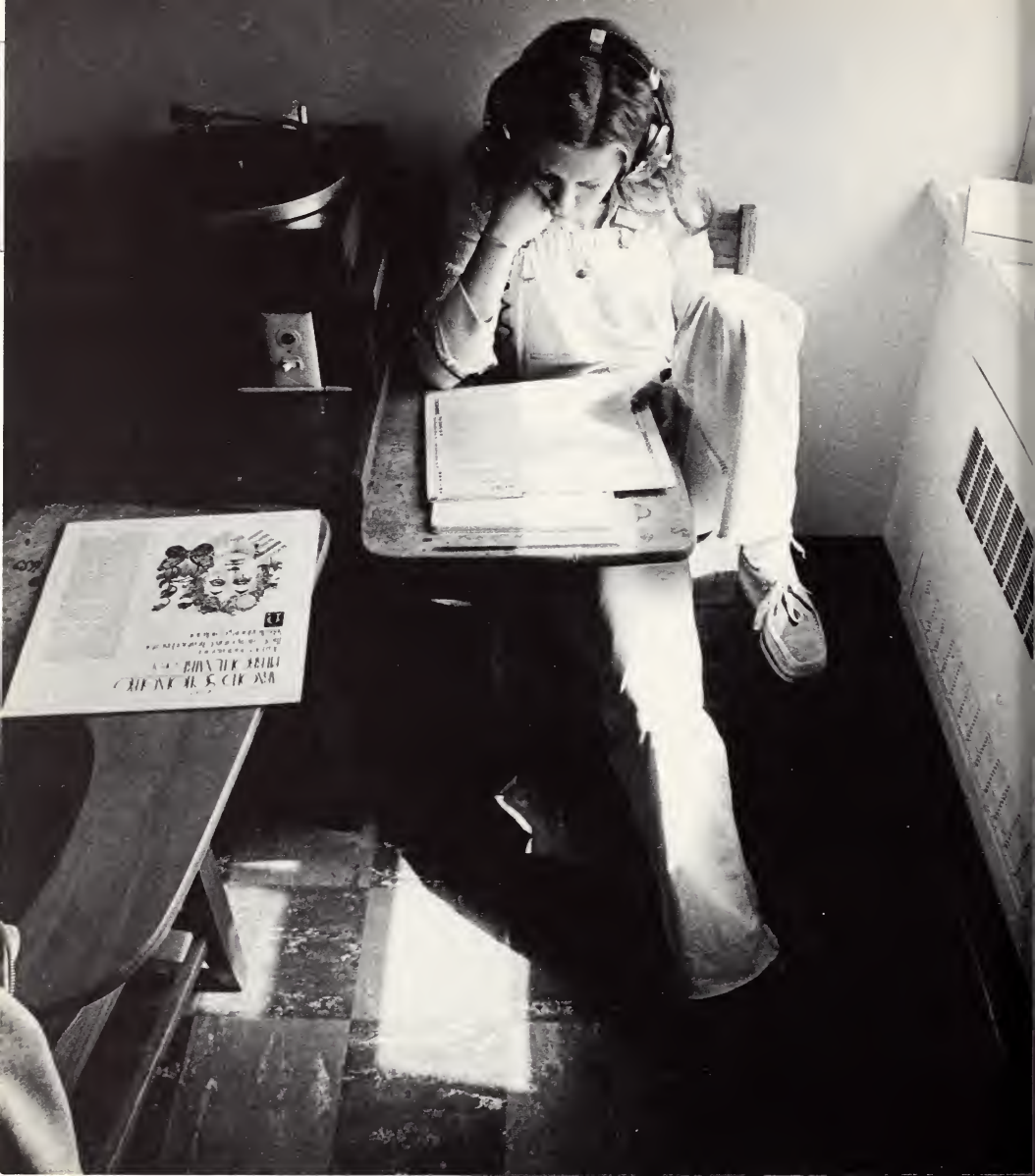
A course linked with a hyphen (French 101–102) is a year course in which no credit toward graduation will be given for the first semester until the second semester is successfully completed.

If a continuous course is not hyphenated but is marked "only in sequence," the material in the second semester depends upon knowledge of the material in the first. The course must be taken in sequence, but if a student decides not to enroll for the second semester, he receives full credit for the first.

If the continuous course has neither a hyphen nor indication that it must be taken in sequence, the material in the second semester is not dependent upon the material in the first. A student may take either or both semesters, in order or not.

Basic Requirements. Courses in the College which can be applied to the basic requirements are identified by a letter in parentheses after the course number and title: (L) Literature, (H) Humanities, (S) Social Science, (N/M) Natural Science and Mathematics. Courses not so identified can always be used for diversification, and often they are appropriate or even necessary for a particular major program.

Credits. Each course title is followed in parentheses by the number of credits the course carries.



American Studies

(Interdisciplinary Major)

Professor Thomas,
Program and Career Advisor

The American Studies program is designed to provide students with a flexible, interdisciplinary approach to the study of American society. Work taken in other fields, history, social science, literature, and the fine arts, provides the background for the four core American Studies seminars. Designed to be taken in the junior and senior years, the seminars help students unite departmental courses into a manageable, integrated understanding of American culture.

While the seminars range broadly over the course of American history, their emphasis is upon the late nineteenth and twentieth centuries, with the aim of disclosing major characteristics of our advanced technological society, clarifying its values and assumptions, and relating the present to the past and future. The seminar method of instruction, which is central to the program, offers each student ample opportunity to participate fully in the learning process. The stress upon individual involvement and the program's interdisciplinary approach should appeal to students interested in a liberal undergraduate education.

The American Studies major provides a background for students interested in teaching, journalism and communications, law, library science, museum work, and other kinds of public service.

301—Issues in Contemporary American Culture (3) (S)

An examination of selected current issues in American culture. Specific issues will vary from year to year

302—The Fine Arts in America (3) (H)

Examples of modern music, dance, and drama are studied to illustrate the role of fine arts in American culture.

401—Mass Media and American Culture (3) (S)

A study of the uses and influences of mass media in shaping social values. Emphasis on television and journalism.

402—Impact of Darwin and Freud on American Thought (3) (S)

An examination of the influences of social Darwinism and psychoanalytic theory on Twentieth Century American thought.

491, 492—Independent Study (3, 3) (S)

Directed individual research on problems in American studies, as approved by the adviser.

Anthropology

See Sociology and Anthropology.

Art

Professor King, Chairman; Professors Murck, Oliver Associate Professors Hara, Lamph (Career Adviser, Studio Art); Assistant Professors, Komodore, Meyer (Career Adviser, Art History).

The principal aims of both history of art and studio art programs are personal enjoyment and the development of critical abilities.

Studio art courses prepare students for creative careers as well as for the enjoyment of creative experiences. Students have

opportunities to display their sculpture, pottery and painting in regular exhibitions in Melchers Hall and in the annual student art show held on campus each spring. The College experience leads to work in design, advertising, publishing, teaching, and museum work, such as the design and installation of exhibitions.

In addition to intensive classroom work, students have the opportunities to visit major museums and galleries in Richmond, Baltimore, and Washington, D.C., to view first-hand examples of materials introduced in class. The departmental library of 40,000 slides is supplemented by an exceptionally strong undergraduate collection of art books in the central campus library.

Art history majors are equipped to continue with graduate studies and to enter such employment as teaching, art magazine writing and editing, sales gallery work or, with further training, museum curatorship.

Students in all disciplines are encouraged to take electives in the Department, and there are several classes which have no prerequisite, including Studio Art 101 and 102, and Art History 114, 215, 217 and 305.

ART HISTORY

114, 115—Introduction to the History of Art (3, 3) (H)

Survey of Western art; Art 114 (to 1400), prerequisite for 115. Each prerequisite for advanced course electives in its time span.

215—The Art of Primitive Peoples (3) (H)

Introduction to the arts of three major areas of the primitive world: Black Africa, Oceania, and Mesoamerica.

217—Oriental Art (3) (H)

India, China, and Japan. Major line of development: prehistoric cultures of the Indus Valley; Pre-Buddhist through Buddhist art.

220—History of Graphics (3) (H)

Prerequisite: Arts 114, 115. The history of European prints and printmaking from the 15th century to the present.

305—Greek Art (3) (H)

From the early Iron Age through the Geometric, Archaic, Classical, and Hellenistic periods.

306—Roman Art (3) (H)

Prerequisite: Art 114 or 305. Development of Roman art from the Italo-Etruscan period to the Fall of the Roman Empire.

312—Carolingian and Romanesque Art (3) (H)

Sources and formulation of Western European Art from the time of Charlemagne to 1150.

313—Gothic Art in France and England (3) (H)

The Gothic style in architecture, sculpture, the minor arts, and manuscript illumination from 1150 to 1400.

314—Italian Gothic Art (3) (H)

Painting, sculpture, and architecture of the Proto-Renaissance, 1250–1400.

317—Northern Art (3) (H)

Painting of the Lowlands, France, and Germany from the late medieval period through the 16th century.

318—Italian Renaissance Painting (3) (H)

Painting of the Italian Renaissance and its origins in the social and intellectual climate.

319—Italian Renaissance Architecture and Sculpture (3) (H)

A treatment of the historic and theoretical bases for these arts. Landscape design and city planning included where relevant.

320—Seventeenth Century Art (3) (H)

The Carracci and Caravaggio: Bernini and Borromini; Rubens, Rembrandt, the Dutch landscapists; Poussin, Claude, Versailles; Velasquez; the Baroque ceiling.

323—Eighteenth Century Art (3) (H)

Concentration on the French Rococo, its influences on Continental and British art, and its evolution into the Neo-Classic style.

391—Georgian Art (3) (H)

British art and aesthetics. Portraiture, Palladianism; landscape painting and gardening; exoticisim and nostalgia; Britain as a font of Romanticism.

451—Nineteenth Century Art (3) (H)

Emphasis on French painting and sculpture, some aspects of other European arts. Movements covered: Classicism, Romanticism, Realism, Impressionism, and Post-Impressionism.

452—Twentieth Century Art (3) (H)

A selective survey of the painting and sculpture of Europe and the United States.

453—Modern Architecture (3) (H)

Form, style, and technology, with reference to their historical sources and to the individuals who have made lasting contributions.

455—American Art (3) (H)

A survey of American painting, sculpture, and architecture, with emphasis on 19th and 20th centuries.

470—Special Studies in Art History (3) (H)

Concentration: the work of an artist; a specific problem; a limited period in art history. Majors and otherwise qualified students.

491, 492—Independent Study (3, 3) (H)

Art history staff approval required by interview. Student selects topic, develops study plan, indicates role to be played by adviser.

STUDIO ART

101—Two-Dimensional Design (3) (H)

Basic study of design elements (line, shape, texture, value, color) used in visual communication, both figurative and non-figurative.

102—Three-Dimensional Design (3) (H)

Experiments in the use of materials and elements of design related to the development of three-dimensional structures.

211, 212—Life Drawing (3, 3) (H)

Various approaches to drawing the human body and other organic figurative and non-figurative imagery.

231, 232—Beginning Sculpture (3, 3) (H)

Prerequisite: Art 101-102. Study and construction of volume and mass, using plastic and carving media.

241, 242—Drawing and Composition (3, 3) (H)

Drawing from life. Abstract and figurative composition in various media.

251, 252—Pottery and Hand-Building (3, 3) (H)

Practice in the proper use of the pottery wheel; exploration of forms and textures attainable through wheel and hand-building processes.

270S—Painting and Drawing for Beginners (3) (H)

Basic methods and techniques of realistic and abstract art. Investigation of light and dark, color, line, composition, and design.

321, 322—Printmaking (3, 3) (H)

Prerequisite: Art 101, 102, or equivalent. Study of methods, materials, concepts of intaglio, lithography, relief, and silkscreen printmaking.

330—Introduction to Photography (3) (H)

Comprehensive orientation to laboratory techniques, uses of the camera, and other equipment. Emphasis upon photography as a fine art.

341, 342—Advanced Sculpture (3, 3) (H)

Prerequisite: Art 231, 232. Carving and constructive projects using a variety of media, including stone, wood, and plaster.

351, 352—Painting (3, 3) (H)

Prerequisite: Art 241, 242 or equivalent. Still life and landscape painting.

381, 382—Pottery and Hand-Building (3, 3) (H)

Prerequisite: Art 251, 252 or equivalent. Further exploration of wheel-thrown forms, hand-building processes, and sculpture. Experiment with glazes and firing.

470—Special Studies in Studio Art (3) (H)

Special course in an area of studio art previously selected by the department after consultation with the students. Advanced students.

495, 496, 497, 498—Independent Study in Studio Art (3 each) (H)

Independent work under the supervision of a member of the studio art faculty.

500—Internship

Supervised off-campus experience, developed in consultation with the department. Credits variable.

Astronomy

See Physics and Astronomy.

Biology

Assistant Professor Fuller, Chairman (Career Adviser); Professors Hoye, R. M. Johnson, T. L. Johnson, Parrish, W. C. Pinschmidt Jr.; Associate Professors Friedman, M. W. Pinschmidt; Assistant Professors Bass.

The Department of Biology offers courses for the prospective major and non-major interested in areas of biology related to particular disciplines. Study of the basic concepts of cellular structure and function may be followed by a variety of studies in zoology, botany, and physiology. Upper-level courses allow students to focus on any one of three areas of concentration: environmental biology, human biology, or physiology.

The laboratories are fully equipped with the latest instruments for testing and obtaining data on living organisms. When appropriate, experimentation is enhanced by microscopic study and dissection.

The department offers a major in biology which prepares students for graduate schools, allied health programs and careers, research in clinical positions, or work in environmental biology. Students may do independent readings and research during their junior and senior year. Certain biology courses contribute to the several special programs available at the College for those interested in health fields.

121—Biological Concepts I (4) (N/M)

An introduction to biological principles as they apply to plants and animals. Laboratory.

122—Biological Concepts II (4) (N/M)

Prerequisite: Biology 121. Survey of the plant and animal kingdoms with emphasis on morphology and taxonomy. Laboratory.

202—Heredity and Evolution (3) (N/M)

Prerequisite: Biology 121. Principles of heredity, their application to evolutionary theory, and their societal implications. Designed for nonmajors. Laboratory.

221—Anatomy of the Chordates (4) (N/M)

Prerequisite: Biology 121, 122. A comparative study of the major systems of representative chordates. Laboratory.

222—Embryology of the Chordates (4) (N/M)

Prerequisite: Biology 121, 122. The development of representative chordates. Laboratory.

231—Botany (4) (N/M)

Prerequisite: Biology 121, 122. Survey of the plant kingdom with emphasis on morphogentic description, life histories, and evolutionary relationships. Laboratory.

250—Bioethics (2) (N/M)

Prerequisite: Biology 121. Selected topics considered from the standpoint of their biological consequences and ethical implications for man.

252—General Ecology (3) (N/M)

Prerequisite: Biology 121. A study of the relationships of plants and animals to their environment and the maintenance of a balance in nature.

271—Microbiology (4) (N/M)

Prerequisite: Biology 121, Chemistry 111, 112. Emphasis is placed on bacteria, their morphology, physiology, nutrition, and ecology. Laboratory.

272—Clinical Bacteriology (4) (N/M)

Prerequisite: Biology 121. Major groups of pathogens and normal flora in man and related mammals will be studied. Laboratory.

311—Plant Ecology (4) (N/M)

Prerequisite: Biology 121, 122. Ecological principles as applied to plants including major biomes, plant succession, completion, and micro-macro-environments. Laboratory.

312—Plant Physiology (4) (N/M)

Prerequisite: Biology 121, 122. Experimental and theoretical treatment of the functional mechanisms in plants. Laboratory.

321—Invertebrate Zoology (4) (N/M)

Prerequisite: Biology 121, 122. Survey of invertebrate phyla emphasizing structural characteristics, life cycles, and evolutionary relationships. Laboratory.

322—Animal Ecology (4) (N/M)

Prerequisite: Biology 121, 122. The relationships between animals and their environment. Field and laboratory studies include observations of marine, fresh water, and terrestrial animals. Laboratory

323S—Entymology (4) (N, M)

Prerequisite: Biology 121 or equivalent. Introduction to structure, function and ecology of insects. Students to prepare insect collections. Laboratory.

331—Histology (4) (N, M)

Prerequisite: Biology 121, 122. The preparation and study of animal tissues. Laboratory.

342—Human Genetics (4) (N, M)

Prerequisite: Biology 121. Application to the human of the principles of heredity. Laboratory.

351—Laboratory Techniques (4) (N, M)

Prerequisite: Biology 121, 122. Introduces students to instruments and equipment used in biological experimentation. The scientific method and experimental design will be discussed.

352S—Marine Biology (6) (N, M)

Prerequisite: Biology 121, 122 or equivalent. The study of marine ecology, phylogeny, and behavior. Collections will include seining, dredging, and trawling in the Chesapeake Bay.

360—Cellular Physiology (4) (N, M)

Prerequisite: Biology 121, 122 and Chemistry 111, 112. Principles of general and cellular physiology. Laboratory.

361—Comparative Physiology (4) (N, M)

Prerequisite: Biology 121, 122 and Chemistry 111, 112. A comparative study of physiological systems in animals. Laboratory.

362—Comparative Endocrinology (4) (N, M)

Prerequisite: Biology 121, 122. A comparative study of the endocrine mechanisms in vertebrates and invertebrates. Laboratory.

372—Parasitology (4) (N, M)

Prerequisite. Biology 121. The structure, life cycles and host relationships of invertebrate parasitic forms Laboratory.

382–383—Human Anatomy and Physiology (4, 4) (N/M)

Prerequisite: Biology 121, 122 and Chemistry 111, 112. The structure and function of human organ systems. Designed for allied health students. Laboratory.

441—Genetics (5) (N/M)

Prerequisite: Biology 121, 122. The structure, function, and transmission of genetic material. Laboratory. Not open to nonmajors.

442—Evolution (3) (N/M)

Prerequisite: Biology 121, 122. The history and development of modern evolutionary thought. Not open to nonmajors.

450—Seminar (1) (N/M)

Prerequisite: Biology 121, 122. Readings, reports, and group discussions on topics of historic and current biological interest. Not open to nonmajors.

481, 482—Readings in the Biological Sciences (2, 2) (N/M)

Readings in biological literature selected by the student. The student is guided by a staff member. By permission of staff.

491, 492—Special Problems in Biology (3, 3) (N/M)

Prerequisite: Biology 481. Independent laboratory or field investigation supervised by a staff member. Open to majors with staff permission.

500—Internship

Supervised off-campus experience developed in consultation with the department. Credits variable.

501–502—Research (4, 4) (N/M)

Cartography

(Career-Focus Grouping)

Assistant Professor Gouger,
Program and Career Adviser

This specialized career opportunity, sponsored by the Department of Geography, has been designed for students interested in entering cartography or a related field. This is not a major, but a group of courses dealing with various aspects of map construction and related activities. Completion of the program will qualify students for cartographic jobs in industry as well as in local, state, and federal governments. The program already meets or exceeds federal requirements for cartographers; yet the department hopes to expand the program in the near future to include photogrammetry, remote sensing, and computer mapping. The career-focus offering in cartography may be taken in conjunction with a regular degree program, and is open to students in any major field.

Chemistry

Professor Mahoney, Chairman (Career Adviser); Professors Cover, Insley, Wishner; Associate Professors Crissman, George; Assistant Professor, Gratz.

The Department of Chemistry offers a modern curriculum designed for the students planning to enter graduate or medical school, secondary school teaching, employment in industrial chemistry, or the student who is interested in chemistry as a challenging intellectual pursuit within a liberal arts and sciences education. Several courses are offered which strengthen the interdisciplinary character of related science fields, including the pre-professional programs in medical technology, nursing, and physical therapy. Students can fulfill the requirements for the major as well as all medical school entrance requirements (see pre-medical program).

The Department has well-equipped laboratories to support and reinforce classroom instruction. Facilities include ultraviolet-visible, infrared, nuclear magnetic resonance, atomic absorption and mass spectrometers, and gas chromatographs. Complete emission spectrographic and x-ray laboratories and computer facilities are also available.

Students having a strong interest in teaching are encouraged to complete requirements for teacher certification, and those with interests in industrial chemistry are urged to take courses in statistics, computer programming, and economics.

111, 112—General Chemistry (4, 4) (N/M)

Introduction to the fundamental principles of chemistry and the more important elements and their compounds. Laboratory.

205—Essentials of Organic Chemistry (4) (N/M)

Prerequisite: Chemistry 112. A general survey of carbon compounds including the study of their structures and reactivity.

211, 212—Organic Chemistry (4, 4) (N/M)

Prerequisite: Chemistry 111, 112. Chemistry of carbon compounds based on structural theory. Laboratory.

252—Quantitative Analysis (4) (N/M)

Prerequisite: Chemistry 111, 112 and Math 111 or equivalent. Theory and techniques of volumetric, gravimetric and introductory instrumental methods of analysis.

317, 318—Biochemistry (3, 3) (N/M)

Prerequisite: Chemistry 212. The application of chemical principles to the study and understanding of the living state.

319, 320—Biochemistry Laboratory (1, 1) (N/M)

Prerequisite: Chemistry 212, 252. Selected research techniques involving the chemical composition and properties of cells, tissues and organisms.

333—Advanced Analytical Chemistry (4) (N/M)

Prerequisite: Chemistry 252. Advanced volumetric, gravimetric and electrochemical methods of analysis.

343—Inorganic Chemistry (3) (N/M)

Prerequisite: Chemistry 111, 112. Modern theories of atomic structure and chemical bonding and their applications to molecular and metallic structures and coordination chemistry.

353—Clinical Chemistry (4) (N/M)

Prerequisite: Chemistry 252, 212, or 205. Chemical composition of tissues and body fluids; relationship to metabolic abnormalities and toxicological problems. Laboratory.

393, 394—Physical Chemistry (6) (N/M)

Prerequisites: Chemistry 111, 112 and Physics 201, 202, Math 221. Quantum mechanical, spectroscopic, thermodynamic, and kinetic properties of chemical systems.

395, 396—Physical Chemistry Laboratory (4) (N/M)

Prerequisite: Chemistry 252. Selected experiments involving measurements and evaluation of physiochemical properties of chemical systems.

411—Advanced Organic Chemistry (3) (N/M)

Prerequisite: Chemistry 212. Organic reaction mechanisms and the relation of molecular structure to physical and chemical properties.

423—Experimental Methods in Chemistry (4) (N/M)

Prerequisite: Chemistry 212, 252. Spectroscopic, chromatographic and wet chemical functional group techniques used in characterizing organic and inorganic compounds. Laboratory.

424—Experimental Methods in Chemistry (4) (N/M)

Prerequisite: Chemistry 212, 252. Quantitative analysis and system characterization using instrumental methods of analysis. Laboratory.

451, 452—Seminar (1,1) (N/M)

Student preparation of reports on selected topics in chemistry for oral presentation and discussion.

491, 492—Special Problems in Chemistry (1–8) (N/M)

Independent investigation under the direction of a member of the staff. Open to qualified students with the permission of the department.

471—Advanced Topics in Chemistry (2–3) (N/M)

Prerequisite: Permission of the instructor. Advanced treatment of selected topics in chemistry.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

501–502—Honors in Chemistry (8) (N/M)

Prerequisites: 3.0 grade point average overall and 3.25 in major courses. Independent research culminating in writing and defense of an honors thesis.

Classics

Professor Sumner, Chairman (Career Adviser); Assistant Professor Hatch

Classics involves the study of the language and literature of ancient Greece and Rome, the origins and development of many ideas and principles basic to the heritage of western civilization. This connection with the roots of western culture makes many of the courses in Classics applicable to the study of almost all the liberal arts.

Students wishing to concentrate in the field are offered the choice of a departmental major in Latin or the interdepartmental major in Classical Civilization. In either area, students develop their program—which may include independent study—in consultation with a faculty adviser.

While many department majors include teacher certification on their schedule, other students combine their major in Latin or Classical Civilization with studies in related fields, such as philosophy, English, or modern foreign languages. With such a background, graduates have a wide range of opportunities after college, including museum work, archaeology, graduate study, teaching, or translating.

GREEK

131–132—Elementary Greek (6)

Introduction to the language of ancient Greece. Grammar and composition are stressed, leading to translation of literature.

133, 134—Intermediate Greek (3,3)

Prerequisite: Greek 131-132 or equivalent. Review of grammar. Reading of Plato, *Apology* plus selections from other authors.

291, 292—Independent Study in Ancient Greek (3,3) (L)

Prerequisite: Greek 133, 134 or equivalent. Course content determined by the instructor and students involved in any given semester.

LATIN

111–112—Elementary Latin (6)

Essentials of Latin grammar and composition; introduction to the translation of Latin literature.

113, 114—Intermediate Latin (3,3)

Prerequisite: Latin 111–112 or two units of secondary school instruction. Continued study of Latin grammar and composition; readings from Cicero, first semester; introduction to Latin poetry, second semester.

211, 212—Survey of Latin Literature (3,3) (L)

Prerequisite: Latin 113, 114 or four units of secondary school Latin. Historical survey of the development of Latin literature from earliest inscriptions to the end of pagan Roman writing.

310—Medieval Latin (3) (L)

311—Roman Drama (3) (L)

312—Roman Historical Writing (3) (L)

313—Roman Satire (3) (L)

314—Epic Poetry (3) (L)

351—Advanced Latin Grammar (1)

Required for all majors.

411—The Life and Times of Julius Caesar (3) (L)

In-depth study of Roman life and letters from 100–40 B.C. with readings from many contemporary sources.

451, 452—Special Studies in Latin Literature (3, 3) (L)

Reading and study of individual Latin authors, genres of literature or of an area of Roman civilization. By permission of the Department.

491, 492—Independent Study (3, 3) (L)

Individual study under the direction of a member of the staff. By permission of the Department.

Classical Civilization. None of the Classical Civilization courses may be considered foreign language courses. They are all conducted in English and, except as noted, do not require knowledge of either Latin or Greek.

CLASSICS

201—Classical Motifs in Literature (3) (L)

Study of the hero's journey and related themes in Homer, Vergil, Tennyson, and Tolkien.

301—Mythology (3) (H)

The principal Greek and Roman myths, with emphasis on their influence in literature and art.

332—Greek and Roman Civilization (3) (H)

Major facets of Greek and Roman culture and their influence on later Western civilization.

385—Greek Archaeology (3) (H)

Study of archaeological excavations in Greece with emphasis on the problems peculiar to the area.

386—Roman Archaeology (3) (H)

Study of the excavation of Roman sites both in Italy and other areas of the Mediterranean.

401, 402—Special Studies in Classical Archaeology (2, 2) (H)

Prerequisites: Classics 385, 386 and some knowledge of Latin and/or Greek. First semester: modern archaeological techniques; preservation of finds; introduction to epigraphy. Second semester: numismatics, small artifacts, and minor arts.

491—Independent Study in Classical Civilization (1–4) (H)

Individual study under the direction of a member of the staff. By permission of the Department.

Communications

(Career-Focus Grouping)

Assistant Professor Lutterbie,
Program and Career Adviser

While the College does not offer a major in communications, it is possible to develop a

concentration in the field by completing a group of related courses selected from the offerings of various departments. Taken as part of a regular degree program, these courses highlight the theory and history of communications as well as the practical skills involved in diverse media.

Dramatic Arts and Dance

Professor Kenvin, Chairman (Career Adviser); Assistant Professors DaLuiso, Dragomanovic, Harty; Instructors Bauman, Howard.

This Department offers a major in both dramatic arts and dance. Its aims are to give students a well-balanced program in the techniques, theories, history of dance and the dramatic arts, and to provide opportunities to perform.

Important in the dramatic arts and dance program is the variety of courses available to students; offerings of such breadth are found at very few liberal arts colleges. Also important are the many opportunities students have to perform, either in theater or dance, to work on productions, thus learning different phases of these performing arts. The student-run Tri-Muse Society encourages students interested in both dramatic arts and dance. The overall program provides a sound base for graduate or professional studies, or is useful simply as an end in itself.

In addition to numerous experimental theater productions, the Department presents four full-scale plays each year. Among recent productions in the 300-seat Klein Memorial Theater have been *Guys and Dolls,* Moliere's *Don Juan,* Tennessee Williams' *Night of the Iguana,* Cole Porter's *Anything Goes,* and the premiere productions of new plays like *Krishnalight* and *Collage.*

The Mary Washington College Dance Company is a vital part of campus cultural life. Its performances of modern dance and ballet are presented in the 1,600-seat George Washington Auditorium.

Lectures and performances by visiting scholars and artists enrich the program. Paul Taylor, Agnes de Mille, Frederick Franklin, the 5 x 2 Dance Company, Director Nikos Psacharopoulos, Ellen Stewart of La Mama E.T.C., and Richard Schechner of "The Performance Group" have been recent visitors.

DRAMATIC ARTS

211, 212—World Drama (3, 3) (H)

Selected plays and theatrical developments. Introduction to theater.

231, 232—Stagecraft (3, 3) (H)

Planning, construction and design of play production, including theater design, staging, lighting and sound effects.

321, 322—Acting (3, 3) (H)

Voice and body training, pantomime, improvisation, creating character, ensemble playing.

331, 332—Playwriting (3, 3) (H)

Writing for the stage. The structure of action, character development, dialogue, critical analysis.

History of Costume (3) (H)

History and design of stage costuming.

350S—Mary Washington Summer Repertory Company (3) (H)

Workshop and performance in theater and dance.

361, 362—History of the Theater (3) (H)

Theaters, production methods, dramatic conventions, key figures from the Greeks to the present.

371—Oriental Theater (3) (H)

Indian, Japanese, Chinese, theaters and their styles.

381—History of Film to 1945 (3) (H)

Viewing and analysis of film before 1945.

382—History of Film from 1945 to the Present (3) (H)

Viewing and analysis of film from 1945 to the present.

383—Film Production (3) (H)

Basic techniques of film and TV production; scripting pre-production planning, cinematography, direction, editing.

391, 392, 393, 394—Theater Practicum (1–2 each) (H)

Prerequisites: for technical work, Dramatic Arts 231, 232; for acting, Dramatic Arts 321, 322. Prerequisites may be taken concurrently or equivalent experience may be substituted. Technical supervision, major acting roles, directing or stage managing for MWC departmental major productions. By permission of Department.

421, 422—Acting Styles and Scene Study (3, 3) (H)

Prerequisite: Dramatic Arts 321, 322. Problems in acting. Creating and sustaining a character. Period styles.

431, 432—Directing (3, 3) (H)

Technique and practice of directing for the stage. Emphasis on directing for educational and professional theater.

433—Stage Lighting (3) (H)

Prerequisite: Dramatic Arts 231, 232. Fundamentals of lighting for the stage.

434—Scene Design (3) (H)

Prerequisite: Dramatic Arts 231, 232. Principles and practice of scene design for the stage.

441—Dramatic Criticism (3) (H)

Analysis of dramatic criticism from Aristotle to the present.

443—Children's Theater (3) (H)

Staging and production of plays for children.

444—Creative Dynamics (3) (H)

Improvisational and experimental projects in acting for children's theater.

451, 452—Special Studies in Dramatic Arts (3, 3) (H)

Intensive reading in drama of creative application of advanced dramatic arts theories. By permission of the Department.

461—Seminar in Dramatic Arts (3) (H)

Readings, presentations and projects in contemporary theater.

491, 492, 493, 494—Independent Study (3 each semester) (H)

Individual study under direction of a member of the Department. By permission of the Department.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

501–502—Honors in Dramatic Arts (6)

By permission of the Department.

DANCE

121, 122; 221, 222; 321, 322; 421, 422—Ballet (1 each semester)

Ballet as a discipline emphasizing exactness and precision of line, creative expression and historical reference.

123, 124; 223, 224; 323, 324; 423, 424—Modern Dance (1 each semester)

Body movement, its relationship to space, time and force through improvisation and exploration.

425—Classical Ballet Variations (1)

Prerequisite: Dance 321, 322; 421, 422 or permission of instructor. Theory and practice of solo variations of traditional classical ballets.

02—Dance Company (1)

Performance. Admission by audition to the Mary Washington College Dance Company. (May be taken without credit if student is admitted by audition.)

211, 212—Theories of Movement (3, 3) (H)

Comparison of selected theories of movement such as Laban, Dalcroze, Delsarte, Graham, Humphrey-Weidman and Wigman.

231—Compositional Forms (3) (H)

Structure of dance: movement, phrases, rhythm and traditional dance forms.

232—Dance Styles (3) (H)

Dance related to historical periods in art, drama and music, utilizing reading, research films, improvisation and composition.

235—Movement for the Theater (3)

Creative projects in theatrical movement: mime, gesture, space, rhythm and expression.

310—Creative Dance for Children (3) (H)

Dramatic imagery, rhythmic study, techniques of creativity and the translation from observation of movement through pantomime to dance.

331—Ethnic Dance of Western Cultures (3) (H)

History, culture, civilization—"how" and "why" people dance the way they do.

341, 342—Labanotation (3, 3) (H)

Study and practice of reading and recording dance movement by means of symbols.

350—Dance History Survey (3) (H)

Dance from earliest times—primitive, Greek, Roman, Egyptian, European, Oriental, and Spanish—to the 15th century.

351—History of Ballet (3) (H)

In-depth study of ballet in France, Italy, Russia and England from the 15th century to the 20th century.

352—American Dance Heritage (3) (H)

Readings and research in American dance including the Indian, Negro, Modern Dance, Contemporary Dance.

431, 432—Choreography (3, 3)

Prerequisite: Dance 231, 232 or permission of instructor. In-depth study of selected techniques from compositional forms and dance styles. Opportunity for the student to develop creative potential.

450—Seminar in Dance (3) (H)

Readings and research in contemporary dance in education, dance therapy, aesthetics and philosophy.

491, 492, 493, 494—Independent Study (3 each) (H)

Research, choreography or composition of an approved creative project. By permission of the Department.

501-502—Honors (6)

By permission of the Department. 3.75 in the major; 3.0 overall average.

383—Film Production (3) (H)

Basic techniques of film and TV production; scripting pre-production planning, cinematography, direction, editing.

Economics and Political Science

Associate Professor Albertine, Chairman (Career Adviser, Economics); Professor L. P. Fickett; Associate Professors Fingerhut, Krickus, Miller; Assistant Professors Kramer (Career Adviser, Political Science), Pickerill; Instructors Brubaker, Haworth, Paczolt; Lecturers Humphrey, Savarese, Tucker, Tyler.

The Department offers courses and degree programs in both economics and political science.

Economics, both theoretical and practical, is the study of how society allocates its resources to provide the goods and services the society wants. The Department offers a wide scope of courses detailing the general theories and specific applications of the discipline in such fields as money and banking, government finance, and comparative economics. A department program in managerial economics gives students background in specific business economics, including accounting, labor economics, and a study of the interaction of businesses and society. The overall economics program provides students with the opportunity to enter business, law, governmental service, or graduate school.

Political science, basically the study of how various political systems work, offers courses ranging from urban politics and government to international politics. The Department also provides many outlets through which students can gain practical knowledge of the field, including visits to the Virginia state capital and to Washington, D. C., internships in governmental offices, and involvement in major political events, such as the United Nations' student conference. Like economics, political science is a good background for a career in law, urban planning or government; it also lends itself to further study in graduate school.

Students can merge the disciplines and major in the general field of political economy.

ECONOMICS

101—Elements of Economics (3) (S)

One-semester survey of the basic elements of economic theory.

201, 202—Principles of Economics (3, 3) (S)

Fundamental principles relating to the production, exchange, distribution and consumption of goods and services.

211, 212—Anti-Trust Policy (3, 3) (S)

Application of microeconomic analysis to the problems of business organizations.

221, 222—Introductory Accounting (3, 3) (S)

Fundamental accounting principles and practices involved in the recording and interpretation of accounting data.

301, 302—The Economics of National Issues (3, 3) (S)

In-depth analysis of contemporary economic problems in American society.

310—Corporate Finance (3) (S)

Financial policies of corporations.

321, 322—Money and Banking (3, 3) (S)

Theory of money and credit, banking organization and practices, foreign exchange and international movement of capital.

331, 332—Intermediate Accounting (3, 3) (S)

More advanced principles of accounting.

341, 342—Government Finance (3, 3) (S)

Expenditures and revenues of federal, state and local governments.

351, 352—Labor Economics (3, 3) (S)

Manpower, the labor force and the organized labor movement.

361, 362—Quantitative Economics (3, 3) (S)

Introduction to some of the mathematical and statistical concepts necessary in advanced economics and econometrics.

371—Microeconomics (3) (S)

Analysis of the firm and the household and their interactions, involving cost, utility, price, wage, and profit theory.

372—Macroeconomics (3) (S)

National income accounts and aggregate economic analysis.

381—Urban Economics (3) (S)

Survey of the major economic problems facing cities.

391—Comparative Economic Systems (3) (S)

The nature of capitalism, socialism, communism and fascism.

392—Economic Development (3) (S)

Examination of the problems of accelerating economic development in poor countries and maintaining development in rich countries.

401, 402—International Economics (3, 3) (S)

World economic resources, international trade and economic problems in international relationships.

441, 442—History of Economic Thought (3, 3) (S)

Survey of the theories of classical and neo-classical economists.

471—Economics Seminar (3) (S)

Open to all economics majors of junior and senior status. Group projects on approved problems in economics.

491, 492—Independent Study in Economics (3, 3) (S)

Directed individual research on an approved problem in economics.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

POLITICAL SCIENCE

101—Introduction to Political Science I (3) (S)

Survey of the basic concepts and theories of political science from antiquity to the present, including contemporary analytical techniques.

102—Introduction to Political Science II (3) (S)

Continuation of Political Science 101, with primary emphasis on modern comparative political analysis and international relations.

201, 202—American Government (3, 3) (S)

Principles of political science as applied to American national government, state governments and local government.

211—Congress and the Political Process (3) (S)

Analysis of the contemporary role of Congress in its relation with the Presidency, the federal bureaucracy, and pressure groups.

212—The American Presidency (3) (S)

Analysis of the modern Presidency and its relationship to democratic theory.

301—Comparative Government I (3) (S)

Comparative analysis of the governments of the United Kingdom and Western Europe.

302—Comparative Government II (3) (S)

Comparative analysis of the governments of the Soviet Union and Eastern Europe.

304—Contemporary American Politics (3) (S)

In-depth analysis of selected problems in contemporary American politics.

311, 312—Public Administration (S)

The administrative control and a study of employment relations and personnel administration.

321—Theory of International Politics (3) (S)

Analysis of contemporary theory of international politics, including evaluation of the United Nations and other international organizations.

322—Problems in International Politics (3) (S)

Continuation of 321.

332—Metropolitan Problems (3) (S)

Analytical study of the problems of American cities and other local areas.

334—Political Parties (3) (S)

Structure and functions of political parties; conduct of elections; pressure groups.

341, 342—Government Finance (3, 3) (S)

Expenditures and revenues of federal, state and local governments.

350—Political Modernization (3) (S)

Broad conceptual approach to the problem of political modernization.

354—Politics of South and Southeast Asia (3) (S)

Study of the political development of India, Pakistan, Thailand, Laos, Cambodia and the Vietnams.

355—Politics of North Africa and the Middle East (3) (S)

Study of the political development of the nations of North Africa and the Middle East.

356—American Foreign Policy (3) (S)

Problems facing the United States in its search for national security and international stability.

357—Soviet Foreign Policy (3) (S)

Analysis of the foreign policy of the Soviet Union, including its conflict with China.

360—The Theory and Practice of Revolution (3) (S)

Comparative analysis of the writings of major theorists of revolution from various parts of the world.

361—Problems of Communism (3) (S)

Study of the origins, development, and contemporary aspects of world communism.

362—Political Geography (3) (S)

Study of geographic factors in world power and international affairs.

422—American Civil Liberties (3) (S)

Intensive analysis of civil liberties in the United States, based primarily upon decisions of the Supreme Court.

441—History of Political Thought I (3) (S)

Examination of the contributions of the great political theorists from Plato to Burke.

442—History of Political Thought II (3) (S)

Continuation of Political Science 441.

443—Modern Political Analysis (3) (S)

Study of the theories and application of modern political analysis.

471—Political Science Seminar (3) (S)

Emphasizes intensive reading with group discussion of the selections read.

491—Independent Study in Political Science (3) (S)

Directed individual research on approved problems in political science.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable

Education

Professor Slayton, Chairman (Career Advisor); Professor Merchent; Associate Professors Holmes, Hook, Warlick; Assistant Professors Vawter, Zisman; Instructor J. Johnson.

The primary role of the Department of Education is to help students develop the competencies necessary for successful

teaching in elementary or secondary schools. Consequently, the Department does not offer a major in education. Instead, it functions as a service department offering, as electives, courses designed primarily to prepare the liberal arts student to meet requirements for certification as a teacher. In addition, these offerings can enhance specialized programs serving as foundations for graduate work in various professional education fields, and provide elective courses for those just interested in children and schools.

The teaching education programs at the College are approved by the Virginia State Department of Education and the National Association of State Directors of Teacher Education and Certification. The Mary Washington College student completing an approved program is eligible for certification in any of the more than thirty states signatory to the Teacher Certification Reciprocation Agreement.

Course sequences offered by the Department enable students to prepare to teach in the nursery, kindergarten, and primary school (grades N,K,1,2,3); the intermediate school (grades 4–7), in art (grades K–12), music (grades K–12), and each of the following secondary school endorsement areas (grades 7–12): biology, chemistry, dramatics, earth science, economics, English, French, general science, geography, German, history, history and social sciences, mathematics, Latin, physics, political science, sociology, and Spanish.

Each sequence of courses is designed to assist the student in developing, upon the foundation of his major academic program, the specialized teaching competencies needed in a chosen level or discipline. In conjunction with course work, pre-student teaching experience in the schools and micro-teaching experience with the use of video-taping prepare students for student teaching. The culmination of the program, student teaching is designed as a laboratory experience in which the student, in cooperation with selected successful teachers, has opportunities to test and refine his own knowledge and ability to stimulate learning.

In addition to full preparation for teaching, a Mary Washington College student may complete a foundation program which, with additional study at the graduate level, can provide entry into such professional specializations as special education, educational psychology, school administration, instructional supervision, and guidance and counseling.

205—Children's Literature (3)

Historical survey of children's literature; contemporary and classic readings; practice in the art of story telling.

249—Physical Education for Elementary School Children (2)

Movement skills for children, includes movement exploration, creative rhythms, folk dance, games, and self-teaching for physical fitness.

301—The Primary School Child (K–3). (3)

Physical, psycho-social and linguistic development of the Kindergarten-Primary School age child.

302—Teaching in the Primary School (K-3). (3)

Principles, practices and materials of Kindergarten-Primary School programs. Diagnostic approaches to program developments.

312—Teaching in the Elementary School (4–7). (3)

Principles, practices and materials of the Intermediate School. Emphasizes teaching the subject disciplines, classroom management and evaluating pupil progress.

314—Teaching Mathematics and Science in the Elementary School (K–3) (4–7). (3)

Principles, practices and materials of the elementary mathematics program with emphasis on conceptual learning and the development of teacher competencies.

317—Teaching Music in the Elementary Schools (3)

The objectives and processes of teaching music with emphasis on music reading, conceptual learning, curriculum and evaluation.

318—Teaching Music in the Secondary Schools (3)

Discussions on the adolescent, music management in the schools, history and philosophy of music education, curriculum and current trends.

320—Practicum in Reading: Developmental and Remedial (K–3)(4–7). (4)

Principles and techniques for developmental and remedial reading; includes a practical experience in a public school remedial reading program.

322—Reading in the Content Areas (Secondary—all endorsements) (3)

Theories and practices of developmental and remedial reading instruction for secondary teachers of the subject disciplines.

332—The Teaching of Foreign Languages (3)

Principles and techniques of teaching modern and classical languages in the secondary school; emphasizes development of teacher competencies.

342—Seminar in Art Education (3)

Principles and techniques of teaching art in elementary and secondary schools; emphasis on developing teacher competencies.

352—The Teaching of Mathematics (3)

Principles and techniques of teaching mathematics in the secondary school; emphasis on developing teacher competencies.

372—The Teaching of the Social Sciences (3)

Principles and techniques of teaching the social sciences in the secondary school; emphasis on developing teacher competencies.

382—The Teaching of the Sciences (3)

Principles and techniques of teaching the sciences in the secondary school; emphasis on developing teacher competencies.

392—The Teaching of English and Dramatics (3)

Principles and techniques of teaching English and Dramatics in the secondary school; emphasis on developing teacher competencies.

430—Philosophy of Education (3)

Investigation of classical and contemporary philosophies of education; emphasis on fundamental educational problems.

440—Supervised Teaching (9)

Prerequisite: Appropriate 300-level course. Orientation to teaching under direction of supervisors in public elementary and secondary schools.

English

Associate Professor Hansen, Chairman; Professors Brown, Croushore, Early, Glover, W.B. Kelly, N.H. Mitchell, S.H. Mitchell; Associate Professors Lutterbie, Dervin, Fleming, Hanna, Singh; Assistant Professors Carruthers, Kemp (Career Adviser)

The program in English provides an opportunity to experience the art and utility of the written and spoken word, and to explore the history and criticism of literature. It enables the student to develop a firm knowledge of literary works and figures, an

understanding of literary styles and techniques, an ability to view literature from a broad range of critical perspectives, and a capacity to express thoughts and feelings through the written word.

By offering a wide variety of courses, the Department encourages students to diversify their literary interests. The flexibility of the program, however, also permits concentration upon specific skills, *genres*, themes, periods, movements and authors. The student may improve his writing through courses in expository prose, newspaper and magazine journalism, and creative writing. He may develop appreciation and understanding of literary *genres* through the critical study of poetry, short fiction, drama, and the novel. Particular topics can be explored in special courses such as women in literature, film and fiction, and science fiction. Other courses provide knowledge of specific literary periods from the Middle Ages to the present. The student who desires more intensive work in *genres*, periods, and authors may take part in seminars and engage in independent study.

Many students combine courses in education and student teaching with their work in the Department. Others find second majors easy to arrange, either in related fields such as art, drama, history and philosophy, or in complementary ones, like economics or political science. Also, the Department offers off-campus internships in journalism, or other appropriate fields, as well as instructors qualified to work with special interests in communications and other interdisciplinary programs.

Career opportunities for English majors range far beyond such traditional choices as teaching, journalism, editing, and advertising. Some English majors continue their education in graduate departments of English. Schools of law and medicine encourage applications from graduates with liberal arts degrees in English. Others enter private industry and government, accepting positions involving personnel relations, management, sales and marketing, public relations and research and investigation.

101—Writing Workshop (3)

Group and tutorial instruction in the fundamental techniques of expository and argumentative writing: organization, development, coherence, research methods, mechanics.

201—Advanced Composition (3)

Development of flexible and effective expository prose through analysis of models and practice with styles and techniques.

206, 207—Introduction to Creative Writing (3, 3)

Development of skill in creative writing. Individual assignments adapted to the interests and abilities of the student.

208—Principles of Magazine Writing and Editing (3)

Practice in writing, editing and laying out various types of magazine articles.

209—Principles of Newspaper Writing and Reporting (3)

Practice in writing, reporting, editing and laying out various types of news and feature stories.

211—Survey of English Literature (3)

Literary movements and types from Beowulf through the 18th century.

212—Survey of English Literature (3) (L)

Literary movements and types from the Romantic movement to the present.

221—Survey of American Literature (3) (L)

American backgrounds and literary movements and types from the colonial writers through Whitman.

222—Survey of American Literature (3) (L)

American backgrounds and literary movements and types from Dickinson to the present.

231—Short Fiction (3) (L)

Study of selected short stories and short novels.

232—The Novel (3) (L)

Study of the form, content and development of selected novels.

233—Poetry (3) (L)

Close analysis of poetic form and content.

234—Shakespeare (3) (L)

Shakespeare's achievement in selected plays and poems.

235—Tragedy (3) (L)

Tragedy as form and idea reflected in selected literary and dramatic works of world literature.

236—Comedy (3) (L)

Comic conventions in selected works of world literature.

241—Fantasy in Literature (3) (L)

Themes, techniques, and structures in selections from the literature of fantasy.

242—Myth in Literature (3) (L)

Study of myth—cultural, natural, Christian, and classical—in selected literary works.

243—Women in Literature (3) (L)

Study of literature by women and about women.

244—Narrative Form in Fiction and Film (3) (L)

Study of parallel narratives in novels and fiction films, to see how the medium of telling affects the story told.

251—Issues in Literature (3) (L)

Significant literary figures, movements and topics. Consult schedule of classes for specific topic

305—The English Language (3) (S)

Structural and transformational grammars and their application to the language.

309—Medieval English Literature, including Chaucer (3) (L)

Major works and genres of Anglo-Saxon and Middle English literature, including lyric, heroic, and romance narratives and drama. In translation.

315—English Drama through the Restoration (3) (L)

Origins and development of English drama through the Restoration. Includes miracle and morality plays, and Elizabethan, Jacobean and Restoration drama.

316—Renaissance and Baroque Literature (3) (L)

English nondramatic literature of the 16th and 17th centuries. Emphasizes Sidney, Spenser, Donne, Jonson and Milton.

319—Shakespeare: The Early Plays (3) (L)

Shakespeare's early development, focusing mainly on the comedies and history plays.

320—Shakespeare: The Later Plays (3) (L)

Shakespeare's later development, focusing on the tragedies, problem plays, and final romances.

325—The Age of Neoclassicism (3) (L)

English literature during the Restoration and the early 18th century, with emphasis on the revival of classical aesthetics and forms.

326—The Age of Sense and Sensibility (3) (L)

English literature during the second half of the 18th century, with emphasis on the transition from Neoclassicism to Romanticism.

333—The British Novel to 1945 (3) (L)

Growth of the English novel from its origins to the Second World War.

334—The American Novel to 1945 (3) (L)

Growth of the American novel from its origins to the Second World War.

335—English Romanticism: Wordsworth to Keats (3) (L)

English literature of the early 19th century concentrating on the five great Romantic poets: Wordsworth, Coleridge, Byron, Shelley and Keats.

336—Victorian Literature (3) (L)

English literature from 1830 to 1900, emphasizing the poetry of Tennyson and Browning and the novels of Dickens.

355—American Romanticism (3) (L)

Literary romanticism in 19th century American prose and poetry. Includes Hawthorne, Melville, Thoreau, Whitman and Dickinson.

356—American Realism (3) (L)

Literary realism in American prose and poetry of the 19th and early 20th centuries. Includes James, Dreiser, Twain and others.

365—Modern Literature, 1890–1930 (3) (L)

Origin and development of major concerns and themes in the early modern period. Includes chiefly British and American writers.

366—Modern Literature, 1920–1945 (3) (L)

Explorations of modern themes and techniques in the works of major modern writers, chiefly British and American.

367–Modern Drama (3) (L)

Modern drama beginning in the late 19th century. Includes Ibsen, Shaw, O'Neill, Beckett and Pinter.

369—Contemporary European Fiction (3) (L)

Major European writers of the 20th century and their reflection of literary, political, social, philosophical, and psychological developments.

370—Contemporary Literature (3) (L)

Contemporary literature, primarily British and American, in all genres.

375, 376—Special Studies (3, 3) (L)

Studies in significant literary figures, movements and topics. Consult schedule of classes for specific topic.

397—Literary Criticism (3) (L)

Literary criticism from Plato to the present with emphasis on both historical developments and examples of critical practice.

406—Workshop in Writing (3)

Practice in creative expression. Admission by consent of the instructor.

411—Studies in Drama (3) (L)

Major problems, themes, movements or figures in drama. Consult schedule of classes for specific topic.

413—Studies in Poetry (3) (L)

Major problems, themes, movements or figures in poetry. Consult schedule of classes for specific topic.

415—Studies in the Novel (3) (L)

Major problems, themes, movements or figures in the novel. Consult schedule of classes for specific topic.

455—Studies in English Literature to 1600 (3) (L)

Significant figures, movements, themes or problems in English literature to 1600. Consult schedule of classes for specific topic.

447—Studies in English Literature, 1600–1800 (3) (L)

Significant figures, movements, themes or problems in English literature, 1600–1800. Consult schedule of classes for specific topic.

449—Studies in English Literature, 1800–Present (3) (L)

Significant figures, movements, themes or problems in English literature, 1800 to the present. Consult schedule of classes for specific topic.

455—Studies in American Literature to 1900 (3) (L)

Significant figures, movements, themes or problems in American literature through the 19th century. Consult schedule of classes for specific topic.

457—Studies in American Literature, 1900–Present (3) (L)

Significant figures, movements, themes or problems in American literature of the 20th century. Consult schedule of classes for specific topic.

465—Senior Seminar (3)

Literature as a discipline. Topics include literary history, textual criticism, contemporary prose styles, and use of linguistics and computer techniques.

491, 492, 493, 494—Independent Study (3 each)

Individual study under the direction of a member of the staff.

495—Independent Study in Creative Writing (3)

Prerequisites: English 206, 207. Individual Study under the direction of a member of the staff.

English 500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

French

See Modern Foreigh Languages.

Geography

Professor Emory, Chairman; Professor Bowen; Assistant Professor Gouger (Career Adviser).

Geography supports a liberal education program by describing, analyzing and explaining the diverse combination of forces which work to produce the varied world in which man lives. At the same time, the major provides training that leads to graduate study or careers in geography, cartography, teaching, planning, and urban affairs.

Of special interest is a career-focus grouping of courses in cartography which meets or exceeds the requirements of the state and federal civil service and provides training acceptable to most private mapping firms. Other departmental programs are designed to provide access to positions as geographers with governmental agencies, or to provide the basis for graduate studies. Teacher certification in geography is offered in cooperation with the Department of Education.

212—World Cultural Geography (3) (S)

Study of the world by regions, with emphasis on the cultural differences among nations.

220—Geography of Anglo-America (3) (S)

Regional geography of the United States and Canada, stressing differences in land, landscape, life and livelihood.

241—Introduction to Economic Geography (3) (S)

Distribution of man's economic activities and effects of physical, cultural, economic and political factors upon them.

275—Human Environment: Perception and Utilization (3) (S)

Human ecology, environmental quality, pollution, resource utilization, conservation and man's role in changing the face of the earth.

312—Geomorphology (3) (S)

Origin and development of landforms and their relation to underlying structure, process and time.

313—Weather and Climate (3) (S)

Analysis of weather processes; distribution of climatic regions; impact of climate upon man and nature

321—Geography of Europe (3) (S)

Climate, surface features, natural resources, population, agriculture, industry and trade of the European continent.

326—Geography of the Soviet Union (3) (S)

Landforms, climate, boundaries, trade, resources, people and cultural groupings of the Soviet Union.

331—Geography of East Asia (3) (S)

Physical, cultural and economic geography of China, Japan and Southeast Asia.

332—Geography of West Asia (3) (S)

Landforms, climate, boundaries, trade, resources and cultural groupings in India and the Middle East.

333—Geography of Africa (3) (H)

Landforms, climate, peoples, boundaries, trade, resources and cultural groupings of the African continent.

334—Geography of South America (3) (S)

Survey of population, natural resources, geographic regions and potentialities of South America.

335—Geography of Middle America and the Caribbean (3) (S)

Survey of population, natural resources, geographic regions and potentialities of Middle America and Caribbean.

341—Economic Geography (3) (S)

Prerequisite: Geography 241 or permission. Detailed analysis of locational aspects of man's economic activities.

345—Urban Geography (3) (S)

Systematic study of internal and external spatial relationships of cities and city-systems.

346—Introduction to Planning (3) (S)

Study of the basic concepts, laws and methods used in city and regional planning.

361—Geographical Influences on History (3) (S)

Influences of man's physical environment on history, with emphasis on American history.

362—Political Geography (3) (S)

Study of geographic factors in world power and international affairs.

414—Air Photo Interpretation (3) (S)

Basic principles of photogrammetry, geographic interpretation of aerial photographs and introduction to remote sensing of the environment.

415—Cartography (4) (D)

Introduction to basic cartographic methods; analyses of cartographic problems with exercises in techniques of graphic presentation.

416—Advanced Cartography (4) (D)

Prerequisite: Geography 415 or special permission. Advanced cartographic techniques, including cartograms, negative scribing, block diagrams and physiographic mapping.

417—Field Methods (3) (S)

Methods of obtaining information, mapping and preparation of reports and illustrative materials, based on field research experience.

418—Field Geography (3) (S)

Intensive study of a problem in physical, economic or cultural geography, conducted in an area of geographic interest.

422—Historical Geography of North America (3) (S)

Geography of selected regions of North America during designated periods of history.

445—Advanced Urban Geography (3) (S)

Prerequisite: Geography 345 or permission. Intensive view of geographic factors relating to urban structure.

470—History of Geographic Thought (3) (S)

Seminar on development of geographic knowledge, theory, philosophy and methods as illustrated by the writings of representative geographers.

475—Readings in Geography (3) (S)

Directed readings on a selected topic in geography under the guidance of a faculty member.

491—Special Problems in Geography (3–6) (S)

Independent study of some geographic problem selected in consultation with the department.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

Geology

Professor Bird, Chairman (Career Adviser); Assistant Professor Stablein.

The program in geology is designed for the student who seeks a general knowledge of science and of the earth's physical and environmental changes throughout its five billion year history. Introductory and second-year courses are general, treating major concepts of the science; upper-level courses are in-depth studies of geologic processes.

The student majoring in geology acquires a strong background in one or more related sciences and applies these supporting studies to the posing of problems in subject areas ranging from plate-tectonics to ancient animal geography. The Department emphasizes progression toward independence in thought and in investigative approaches.

The major or minor concentration in geology provides career opportunities with industrial or governmental agencies whose concerns include water, mineral or energy resources; surface or geologic mapping; and environmental studies. Geology majors can also prepare for careers in the teaching of science.

121—Atmosphere and Hydrosphere (3) (N, M)

Physical dynamics of atmosphere and oceans and their interaction. Laboratory.

122—Continental Processes (3) (N, M)

Origin of the earth's surface and processes involved in its evolution. Laboratory.

123—Geology Today (3) (N, M)

Environmental problems, origin and problems of mineral and energy resources and other selected topics. Laboratory.

124—Earth Drama (3) (N, M)

Volcanism, earthquakes, mountain building and plate tectonics. Laboratory.

221—Ancient Biologic Systems (3) (N, M)

Problems of population dynamics, ecology and evolution as seen in the geologic column. Laboratory.

222—Sedimentation and Stratigraphy (3) (N, M)

Suggested preparation: one or more 100-level geology courses. Laboratory.

240—Mineralogy (3) (N, M)

Suggested preparation: one 100-level geology course Composition, structure, morphology and physical properties of minerals. Laboratory.

241—Petrology (3) (N, M)

Suggested preparation: Geology 240. Classification, origin and occurence of igneous and metamorphic rocks. Laboratory.

321—Physical Oceanography (3) (N, M)

Suggested preparation: Geology 121, physics, chemistry, calculus. Geophysics of fluid motion and geochemistry of marine waters.

322—Paleoecology (3) (N/M)

Suggested preparation: Geology 221, biology, statistics. Population dynamics and evolution of communities.

340—Geochemistry (3) (N/M)

Suggested preparation: Geology 240, 241, chemistry, calculus. Surface, subsurface chemical processes; thermodynamics of mineral assemblages.

341—Geophysics (3) (N/M)

Suggested preparation: Geology 240, 241, physics, calculus. Methods of determination of earth's structure, gravimetric, magnetic and seismic methods.

350—Hydrology (3) (N/M)

Suggested preparation: Geology 321. Ground and surface water flow and water quality. Laboratory.

491, 492, 493—Independent Study in Geology (3 each) (N/M)

Individual investigation of a research problem.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

German

See Modern Foreign Languages.

Health, Physical Education, and Recreation

Associate Professor Arnold, Chairman; Associate Professors Clement, Droste, Greenberg, Woosley; Assistant Professor Tussey; Instructor Swain; Supervisor of Riding Simpson.

Participation in physical education, including classroom work and recreational activities, is considered an important part of the educational experience at Mary Washington. Accordingly, the Department of Health, Physical Education and Recreation offers a variety of activities designed to interest all students.

Courses and programs range from beginning to advanced levels. These offerings are grouped into three categories: theoretical and practical work in the required program; intramural competition and clubs; and an intercollegiate sports program. Goolrick Hall, a modern gymnasium complex with a handball court, dance studios, Olympic-sized pool, auxiliary gym for individual exercise and gymnastics, and courts for basketball, volleyball and badminton, is utilized to the fullest in all phases of the program.

Courses on the history, rules, and basic techniques of a wide range of sports and activities not only allow students to complete the necessary two credits for degree requirements, but provide educational and enjoyable experiences as well.

Studio dance courses, such as ballet and modern dance, can be taken in the Department of Dramatic Arts and Dance to fulfill the physical education degree requirement. Riding is available for a special fee.

The Recreation Association, a student organization, sponsors fencing, karate, and synchronized swimming clubs for interested students; it also directs intramural tournaments in flag football, basketball, volleyball, tennis, racketball, handball, table tennis, and badminton.

The voluntary intercollegiate program, provides competition in field hockey,

lacrosse, volleyball, swimming, and tennis for women, as well as basketball for men and women.

HEALTH EDUCATION

100—Contemporary Health Problems (3)

PHYSICAL EDUCATION

101, 102; 201, 202; 301, 302; 401, 402—Field Hockey (1 each)

103, 104; 203, 204; 303, 304; 403, 404—Basketball (1 each)

105, 106; 205, 206; 305, 306; 405, 406—Volleyball (1 each)

109, 110; 209, 210; 309, 310; 409, 410—Lacrosse (1 each)

111, 112; 211, 212; 311, 312; 411, 412—Gymnastics (1 each)

113, 114; 213, 214; 313, 314; 413, 414—Individual Exercise (1 each)

115, 116; 215, 216; 315, 316; 415, 416—Swimming (1 each)

127, 128; 227, 228; 327, 328; 427, 428—Folk and National Dance (1 each)

133, 134; 233, 234; 333, 334; 433, 434—Tennis (1 each)

135, 136; 235, 236; 335, 336; 435, 436—Golf (1 each)

139, 140; 239, 240; 339, 340; 439, 440—Archery (1 each)

141, 142; 241, 242; 341, 342; 441, 442—Fencing (1 each)

145, 146; 245, 246; 345, 346; 445, 446—Badminton (1 each)

147, 148—Riding (1, 1)

Prerequisite: written permission of parent or guardian. General handling, basic terminology, riding at walk, trot, canter and over low fences on loose reins.

247, 248; 347, 348—Riding (1 each)

Introduction and development of contact: study of seats, ring and cross-country jumping.

447, 448—Riding (1, 1)

Prerequisite: at least one semester riding at Mary Washington College. Schooling; a study of developmental aspects of the horse to his greatest potential physically and mentally.

232—Campcraft (1)

Fundamentals and practice of camping and camp leadership.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable

History

Associate Professor Crawley, Chairman; Professors Bourdon, Vance, Zimdars (Career Adviser); Associate Professors Ryang, Tracy; Assistant Professors Campbell, Warner.

History is nothing less than the record of mankind's existence on earth. As such, it encompasses all the other liberal arts disciplines and provides the foundation for a greater appreciation of other areas of study. The aim of the Department of History is to examine the past in such a way as to enrich a student's awareness of his heritage, increase his understanding of the present, and illumine his view toward the future.

To that end, the Department offers a wide array of national histories including Europe, the Far East, and Latin America. Offerings in American history are varied, including courses in social and intellectual, black, frontier, Southern, diplomatic, and modern

history. The curriculum has several distinctive features. First is a series of introductory courses in American and European history which divides those areas into manageable periods, allowing students to concentrate on areas of greatest interest. Second is a series of special studies seminars whose topics each semester are determined largely by current student interest; recent topics have included the American Indian, the Age of Jefferson, Roosevelt and the New Deal, Woman in 20th Century America, Nazi Germany, Stalinist Russia and Maoist China.

Students who graduate in history enjoy a diversity of career opportunities in addition to teaching. Because the discipline requires a knowledge of people and their institutions, together with the ability to communicate and analyze ideas, history is one of the best preparations for law school or for a career in government, politics, or diplomacy. Since the study of history involves a knowledge of research methods and facilities, it affords excellent training for a career in library science or employment as a professional archivist. The same skills equip history students for positions in newspaper and periodical journalism and in media research. Often overlooked is the fact that the business world offers opportunities for history majors, particularly those who augment their major with appropriate courses in economics and accounting; such opportunities include positions in advertising, personnel and public relations.

101, 102—Survey of American History (3, 3) (S)

First semester, colonial period through the Civil War; second semester Reconstruction to present.

111, 112—Survey of Western Civilization (3, 3) (S)

First semester, ancient times to Renaissance; second semester, Protestant Reformation through twentieth century.

221—Colonial America (3) (S)

Discovery, exploration, settlement and expansion of the British colonies to 1763, emphasizing political, religious, economic and social developments.

222—The American Revolution and the Early National Period (3) (S)

Independence, the Confederation, formation of the Constitution, rise of political parties and the Age of Jackson.

223—Civil War, Reconstruction and the Gilded Age (3) (S)

Slavery and sectionalism, the War, the problems of Reconstruction and the emergence of industrial America.

224—Twentieth Century America (3) (S)

Emergence of the United States as a world power since 1900, emphasizing economic, social diplomatic and political developments.

231—History of Greece (3) (S)

Geography, history and civilization of Greece from the earliest times through the death of Alexander the Great.

232—History of Rome (3) (S)

Formation, development and demise of the Republic, Augustus and the Empire, and the impact of Christianity.

233—Medieval Europe (3) (S)

Decline of the Roman Empire, the church, feudal institutions, medieval thought and the origins of modern national institutions.

234—The Renaissance and Reformation (3) (S)

Growth of Italian city-states, the new philosophy of man, Christian humanism and the spread of Protestantism.

235—Early Modern Europe (3) (S)

The Age of Absolutism, the Enlightenment, the impact of the French Revolution with attention to the role of Napoleon.

236—Modern Europe (3) (S)

Europe from 1815 to present, with emphasis on intellectual, cultural and political developments, the World Wars, fascism and communism.

241, 242—Asian Civilization (3, 3) (S)

First semester, from earliest times to approximately 1800; second semester, present, with emphasis on China and Japan.

301, 302—Diplomatic History of the United States (3, 3) (S)

First semester, foreign relations from colonial period to approximately 1860; second semester, 1860 to the present.

303, 304—The Old and New South (3, 3) (S)

First semester treats the plantation system, slavery, sectionalism, and the Civil War; second semester, development of the modern South.

305—The Frontier in American History (3) (S)

Western movement across the continent from colonial beginnings to present; impact of frontier experience on American attitudes and values.

306—The Black in American History (3) (S)

Development of racism, the slavery experience, the segregation era, the civil rights movement and the rise of black militancy.

307, 308—Social and Intellectual History of the United States (3, 3) (S)

Changing patterns of thought and social life in America, emphasizing the impact of Darwinism and industrialism.

310 —United States since 1945 (3) **(S)**

Topics include the Truman era, Cold War, Eisenhower McCarthyism, civil rights movement, Kennedy, Johnson Vietnam, black militancy, feminism, Nixon, and Watergate

321, 322—History of Latin America (3, 3) (S)

Colonial institutions, the independence movement, development of modern states, the Organization of American States and other international problems.

323, 324—Social and Intellectual History of Latin America (3, 3) (S)

Intensive study of Latin American institutions and thought from preconquest Indian cultures through the Spanish conquest to the present.

351, 352—History of England (3, 3) (S)

Survey of English history from beginning to present with emphasis on economic and constitutional phases and growth of British empire.

353, 354—History of France (3, 3) (S)

First semester, Gaul and the Franks to French Revolution and Napoleon; second semester, Restoration Era to deGaulle.

355, 356—History of Germany (3, 3) (S)

From first appearance of Germanic peoples in Roman Empire through the rise of Prussia to Hitler and the Third Reich.

357, 358—History of Russia (3, 3) (S)

First semester, Kiev, Moscovy and Imperial Russia to 1856; second semester, the last Romanovs, Revolution and Soviet Period.

359, 360—History of Spain (3, 3) (S)

From Moorish invasions to present, with emphasis on social and economic developments from 16th century to the modern age.

363—History of China (3) (S)

Social, political and intellectual development of China from earliest times to present; emphasis on rise of modern nationalism, Maoist period.

364—History of Japan (3) (S)

Social, political and intellectual development of Japan from earliest times to present; emphasis on rise of Japan to world power.

373, 374—European Social and Intellectual History (3, 3) (S)

Selected studies of representative thinkers from St. Augustine to the present, emphasizing their place in the development of Western thought.

371, 372—European Diplomatic History (3,3) (S)

First Semester: Development of modern state system through Napoleon. Second semester: from Congress of Vienna through the World Wars to détente.

491—Independent Historical Research (3) (S)

Introduction to methods of historical research with emphasis upon a formal paper on a subject chosen by the student.

471, 472—Special Studies in American History (3, 3) (S)

473, 474—Special Studies in European History (3, 3) (S)

475, 476—Special Studies in Latin American History (3, 3) (S)

477, 478—Special Studies in Far Eastern History (3, 3) (S)

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

Human Learning

(Career-Focus Grouping)

Professor Slayton and Associate Professor Holmes, Program and Career Advisers.

The student who wishes more extensive preparation for education-oriented careers than is afforded by the teacher certification guided program in human learning. Involved is an individually tailored selection of courses to provide the student with a broad overview of the learning process. Usually, the student majors in an area such as psychology and sociology at the same time he fulfills most or all of the requirements for elementary certification. Thus he gains background for graduate work in professional specializations such as educational psychology, special education, school administration, instruction supervision, or guidance counseling.

Italian

See Modern Foreign Languages.

Latin

See Classics.

Library Science

The ability to make good use of library resources is essential to a liberal arts and sciences education. The offering in Library Science is designed to enhance student awareness of libraries in general and the College library in particular. E. Lee Trinkle Library has a collection of more than 230,000 volumes and over 1,200 periodical and newspaper subscriptions.

101—Library Resources and Their Use (1)

Introduction to college library resources with limited emphasis on techniques of research.

Linguistics

Assistant Professor Disraeli, Program and Career Adviser.

The College offering in linguistics aims to give the student, regardless of special interest, an understanding of the fundamental structure of language and, in conjunction with other disciplines, an opportunity to explore the acquisition of language in cultures and societies.

Linguistics courses can be advantageous to students in any of the liberal arts majors. There is no established major program in linguistics, but the courses can be used in support of other programs, and have proven useful to students entering a variety of socio-cultural research fields upon graduation.

101—Trends in Modern Linguistics (3) (S)

The nature, structure and function of language, its acquisition, its relationship to thought and its use in a social context.

201—Anthropological Linguistics (3) (S)

The significance of language for human social life, how it reflects thinking processes, and the manipulative devices of advertising and politics.

204—Sociolinguistics (3) (S)

Language as an instrument for the acquisition and maintenance of personality, role and status. Verbal behavior and nonverbal communication.

301—Field Methods in Linguistics (3) (S)

Prerequisite: previous linguistics course or permission of instructor. Linguistic theory and practice as a tool in anthropological and sociological field work.

491, 492, 493, 494—Independent Study in Linguistics (3 each) (S)

In-depth individual research in an area of linguistics under the guidance of a member of the staff. By permission.

Mathematics, Statistics, and Computer Science

Associate Professor Lindsey, Chairman (Career Adviser); Associate Professors A. M. Harris, Sarchet (Career Adviser), Zeleznock; Assistant Professors D. Brown, E. Johnson (Statistics Program and Career Adviser), Pierce, Tyree.

This department offers a variety of courses in mathematics, statistics and computer science, as well as a major in mathematics.

Mathematics courses vary from the theoretical to applied. A carefully selected combination of courses gives students solid background in the discipline as both an intellectual and functional enterprise. A major in mathematics can be a foundation for careers in industry, government, teaching, or for the pursuit of a higher degree in graduate school. The Department provides the opportunity for a student to graduate with a major in three years, and encourages double majors, giving students entrance to an even wider variety of fields upon graduation.

Statistics courses, which provide a rational basis for reasoning, emphasize the ability to reason statistically, and lay the groundwork for understanding institutional decision-making processes, quality of information, and the effective use of common statistical tools.

Many students take statistics courses to strengthen understanding of the quantitative aspects of other disciplines. Taking courses in the field helps to broaden career opportunities in such areas as management, or statistical work with government or industry. Students also have the option of pursuing graduate work in the discipline.

In computer science, the Department offers one introductory course and two summer workshops in programming. The department currently maintains one computer system with software in FORTRAN, ALGOL and time-shared BASIC and another with BASIC software, a line printer and plotter. In addition, remote time-sharing facilities are available for telephone connection with other state computing systems.

MATHEMATICS

101—Introduction to Mathematics (3) (N/M)

A liberal arts course in mathematics. Topics include sets, logic, number theory, matrices and probability.

111—Mathematical Analysis (3) (N/M)

Pre-calculus. Emphasis is on elementary functions.

121—Calculus I (3) (N/M)

Calculus of algebraic functions with applications.

221—Calculus II (3) (N/M)

Advanced topics of calculus of algebraic functions and calculus of transcendental functions with applications.

231—Calculus III (3) (N/M)

Solid analytics, multivariate calculus, vector analysis and infinite series.

300—Linear Methods (3) (N/M)

Matrix algebra with emphasis on computational methods and elementary programming techniques.

301, 302—Higher Algebra (3, 3) (N/M)

Mappings, groups, rings, fields, vector spaces and linear transformations.

312—Differential Equations (3) (N/M)

Ordinary differential equations with applications and an introduction to partial differential equations.

341, 342—Advanced Calculus (3, 3) (N/M)

Prerequisite: Mathematics 231. A rigorous, real analysis approach to the Topics of Calculus.

351—Computer Structures and Techniques (3) (N/M)

Structure and flexibility of modern computer systems; theoretical computation; and introduction to assembly languages.

361—Topics In Applied Mathematics (3) (N/M)

Prerequisites: Mathematics 231, 300, 312 or permission. Applications of Ordinary and Partial Differential Equations, Fourier Series and optimization methods.

412—Complex Variables (3) (N/M)

Prerequisite: Mathematics 341. Analytic functions, Cauchy-Riemann conditions, integration, power series, calculus of residues, conformal mappings and applications.

421—Number Theory (3) (N/M)

Properties of the integers: divisibility, congruences, quadratics reciprocity and number-theoretic functions.

431, 432—Higher Geometry (3, 3) (N/M)

Methods of higher geometry; geometries of projective group of transformation; applications of affine and metric geometries.

441—General Topology (3) (N/M)

Prerequisite: Mathematics 301. Point-set theory including connectedness, compactness, continuity and metric space.

451, 452—Numerical Analysis (3, 3) (N/M)

Numerical methods applied to: solution of equations; interpolation; differentiation; integration; and solution of differential equations.

491, 492, 493, 494—Selected Topics In Mathematics (3 each) (N/M)

Prerequisite: departmental permission. Independent study under the direction of a member of the staff. May lead to graduation with Honors.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

STATISTICS

100—Survey of Statistics (3)

Survey of statistical reasoning and its application, intended for non-scientists. Ideas are illustrated using case histories from diverse fields.

200—Introduction to Statistics (3) (N/M)

First course in statistical methods. Both parametric and nonparametric techniques. Examples from diverse fields.

301, 302—Introduction to Probability and Statistical Inference (3, 3) (N/M)

Prerequisite: Mathematics 231. Careful introduction to probability theory and theoretical statistics including both classical and Bayesian approaches to estimation and testing problems.

420—Readings in Experimental Statistics (3) (N/M)

Prerequisite: Permission of the instructor. General linear models, experimental design and analysis, other topics as required.

COMPUTER SCIENCE

101—Introduction to Computers (2)

Introduction to computers; structure and application of computer systems, programming in BASIC language and "hands on" experience.

201S—Workshop I in Computer Programming and Systems (3) (N/M)

Introduction to programming and systems structure. Workshop environment using the Nova 1220 computer and BASIC language.

202S—Workshop II in Computer Programming and Systems (3) (N/M)

Prerequisite: Workshop I or permission. Emphasis on other higher level languages, peripheral storage devices tasking, swapping, chaining and overlays.

Medical Technology

(Cooperative Major)

Professor R. M. Johnson, Program and Career Adviser

Medical technology offers a three-year regular degree program at the College to be followed by entrance to one of three cooperating institutions the fourth year, resulting in Bachelor of Science degree in Medical Technology from Mary Washington College. Individual programs of study at the College are determined by the students and the program adviser with regard for the prerequisites named by the cooperating institutions: Fairfax Hospital, University of Virginia School of Medicine, and Roanoke Memorial Hospitals.

Modern Foreign Languages

Professor Stephenson, Chairman (Career Adviser for Spanish); Professors Bozicevic, Hofmann, Hoge, E. Jones; Associate Professors Ascari, Blessing (Career Adviser for French), Bruckner (Career Adviser for German), Herman; Assistant Professors Manolis, Merrill, Pena; Instructor Quann.

Offering students an opportunity to gain mastery of one or more foreign languages, the Department provides classes in French, Spanish, German, Italian, and Russian, and

has on its faculty a native speaker in each of these languages.

Students learn to read, understand, speak, and write the language of their choice. Language laboratory facilities for tapes and records are used extensively to supplement classroom instruction. Upper-level classes are conducted in the foreign language. Through class, individual research, and work in department-sponsored language clubs, students come to know the culture of the country whose language they are studying.

The Department has major programs in French, Spanish, and German, and provides Spanish and French majors the opportunity to reside in small campus residence halls in which the language is spoken exclusively and which sponsor various inter-cultural programs each year.

The Department cooperates with a variety of overseas study groups, advises students wishing to study abroad, and helps in planning their foreign study programs.

Graduates in modern foreign languages enter teaching or any number of fields in which knowledge of a second language is essential, including translation, research, human services or international business and industry.

FRENCH

101–102—Beginning French (6)

Grammar, composition, conversation, reading.

151–152—Intermediate French (6)

Grammar review, reading, oral work, laboratory use

201, 202—Studies in Language I (3, 3)

Grammar, composition, conversation. Does not count toward French major.

300—French Phonetics (3)

Recommended to French majors and prospective teachers of French.

301, 302—Studies in Language II (3, 3)

Advanced grammar, composition, conversation. Required of majors; others by permission.

315, 316—French Civilization (3, 3) (S)

Geography, history, political background of France and French people.

321, 322—Survey of French Literature (3, 3) (L)

A thematic approach.

331—Literature of the Middle Ages and Renaissance (3) (L)

French literature from its beginnings through the XVI century.

351—Drama of the Seventeenth Century (3) (L)

Corneille, Moliere and Racine.

352—Non-dramatic Literature of the Seventeenth Century (3) (L)

Pascal, Mme de Sevigne, Mme de La Fayette, LaFontaine, Fenelon.

361—Literature of Eighteenth Century Philosophers (3) (L)

Montesquieu, Rousseau and Voltaire.

362—The Theater and the Novel of the Eighteenth Century (3) (L)

371—The Novel of the Nineteenth Century (3) (L)

Hugo, Stendhal, Balzac, Flaubert and Zola.

372—Nineteenth Century Theater (3) (L)
Hugo, de Musset, Dumas and Rostand.

381—The Novel of the Twentieth Century (3) (L)
Includes Proust, Gide, Mauriac and Malraux.

382—Twentieth Century Theater (3) (L)
Includes Claudel, Sartre, Anouilh and Ionesco.

395, 396—French Literature in Translation (3, 3) (L)
Taught in English.

481, 482—Senior Seminar

491, 492—Independent Study (3, 3)

500—Internship
Supervised off-campus experience, developed in consultation with the Department. Credits variable.

GERMAN

101–102—Beginning German (6)
Grammar, composition, conversation, reading.

151–152—Intermediate German (6)
Grammar review, reading, oral work, laboratory use.

201, 202—Studies in Language I (3, 3)
Grammar, composition, conversation.

301, 302—Studies in Language II (3, 3)
Advanced grammar, composition, translation. Required of majors.

315, 316—German Culture and Institutions (3, 3) (S)

321, 322—Survey of German Literature (3, 3) (L)

371—German Classicism (3) (L)

372—German Romanticism (3) (L)
Includes Eichendorff, Kleist, Novalis, and Tieck.

373, 374—Nineteenth Century Literature (3, 3) (L)

381, 382—Twentieth Century Literature (3, 3) (L)
Includes Hofmannsthal, Mann, Rilke, Musil, Kafka, Brecht, Durrenmatt, Boll, Grass.

395, 396—German Literature in Translation (3, 3) (L)
Taught in English.

481, 482—Seminar in German Literature

491, 492—Independent Study (3, 3)

500—Internship
Supervised off-campus experience, developed in consultation with the Department. Credits variable.

ITALIAN

101–102—Beginning Italian (6)
Grammar, composition, conversation, reading.

151–152—Intermediate Italian (6)
Grammar review, reading, oral work, laboratory use

211, 212—Italian Conversation (1, 1)

221, 222—Modern Italian Literature (3, 3) (L)
Literature of the 19th and 20th centuries.

271, 272—Nineteenth Century Literature (3, 3) (L)
Includes Manzoni, Foscolo, Leopardi.

315, 316—Society and Civilization (3, 3) (S)
Literary, social, and cultural history of the Italian people.

395—Italian Literature in Translation (3) (L)
Taught in English. Dante's *Divine Comedy* and early Italian poets.

396—Italian Literature in Translation and Masterpieces of the Renaissance (3) (L)
Taught in English.

491, 492—Independent Study (3, 3)

500—Internship
Supervised off-campus experience, developed in consultation with the Department. Credits variable

RUSSIAN

101–102—Beginning Russian (6)

Grammar, composition, conversation, reading.

151–152—Intermediate Russian (6)

Grammar review, reading, oral work, laboratory use.

211, 212—Russian Conversation (1, 1)

201—Studies in Language (3)

Reading, composition.

315—Russian Culture (3) (S)

Institutions, politics, and the "byt" way of life.

321, 322—Survey of Russian Literature (3, 3) (L)

395—Russian Literature in English Translation—Nineteenth Century (3) (L)

Core course for Russian studies major.

396—Russian Literature in English Translation—Twentieth Century (3) (L)

Core course for Russian studies major.

491, 492—Independent Study (3, 3)

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

SPANISH

101–102—Beginning Spanish (6)

Grammar, composition, conversation, reading.

151–152—Intermediate Spanish (6)

Grammar review, reading, oral work, laboratory use.

201—Studies in Language I (3)

Grammar and composition.

211, 212—Intermediate Spanish Conversation I (1, 1)

225, 226—Introduction to Spanish American Literature (3, 3) (L)

301, 302—Studies in Language II (3, 3)

Advanced grammar, composition, translation. Required of majors.

311, 312—Intermediate Spanish Conversation II (1, 1)

315—Spanish Civilization (3) (S)

316—Spanish American Civilization (3) (S)

321, 322—Survey of Spanish Literature (3, 3) (L)

325—Poetry of Spain (3) (L)

Poetry from the 11th century to the contemporary period.

331—Literature of the Middle Ages and Renaissance (3) (L)

351—Drama of the Golden Age (3) (L)

352—Prose of the Golden Age (3) (L)

362—Spanish Literature of the Eighteenth Century (3) (L)

371—Nineteenth Century Drama (3) (L)

Romantic drama, "alta comedia," and theater of ideas.

372—Nineteenth Century Novel (3) (L)

375—Spanish American Literature from the Colonial Period Through the Period of Independence (3) (L)

376—Spanish American Literature—Modernism (3) (L)

Poetry and prose of "modernismo", 1888 through the period of World War I.

381—The Generation of '98 (3) (L)

Includes Unamuno, Ortega y Gasset, Azorin, Baroja, Valle Inclan, Antonio Machado.

382—Twentieth Century Drama (3) (L)

Includes Garcia Lorca, Buero Vallejo, Sastre, Ruiz Iriarte, Mihura.

383—Contemporary Spanish Prose (3) (L)

Emphasis on post-Civil War authors and productions.

385, 386—Twentieth Century Spanish American Literature (3, 3) (L)

395, 396—Spanish Literature in Translation (3, 3) (L)

Taught in English.

411, 412—Advanced Conversation (1, 1)

Required of majors.

451—Intensive Study of Cervantes (3) (L)

471—Intensive Study of Galdos (3) (L)

481, 482—Seminar in Spanish Literature (L)

491, 492—Independent Study (3, 3)

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

Music

Associate Professor Hamer, Chairman; Professor Baker, Associate Professor Lemoine; Assistant Professor Martin (Career Adviser); Instructors Bailey, Chalifoux, M. Fickett, McCarty, Reinburg, Sabine

To promote understanding and appreciation of music as a cultural asset, the Department of Music offers a wide-ranging program in music theory, literature, and history, as well as intensive instruction for both vocal and instrumental students. As in all liberal arts programs, the emphasis is broad coverage rather than one area.

Performance is an important part of the music program at Mary Washington, and students are given opportunities to play in individual recitals or to join in groups, such as the College-Community Orchestra, the MWC Chorus, the Woodwind Ensemble, and the Fredericksburg Singers.

To further enhance the student's awareness of music as an art form, the Department sponsors regular recitals and concerts by faculty members and visiting performers, and encourages students to take advantage of the College's formal Concert Series, which features nationally recognized artists.

The courses and major program of the Department provide good background for graduate school, for becoming a professional musician, or for working in a related field such as teaching or the music industry, as well as for learning to appreciate good music through better understanding.

The Department of Music is accredited by the National Association of Schools of Music, has a chapter of Mu Phi Epsilon, international professional music sorority, and sponsors student chapters of the American Guild of Organists and the Music Educators National Conference.

HISTORY AND LITERATURE OF MUSIC

131—Survey of Baroque and Classic Music (3) (H)

Broad survey of music covering the works of composers from Monteverdi to Beethoven.

132—Survey of Romantic and Modern Music (3) (H)

Music from 1825 to the present. Principal composers and works from Romanticism and Impressionism through the Electronic Age

210—Music and the Arts (3) (H)

Music-oriented humanities course emphasizing stylistic character and cultural climate of music in relationship to other Western Civilization arts.

221—History of Musical Instruments (3) (H)

Evolution of musical instruments in western culture, performance, practices, literature and development of the orchestra. Offered fall semester, odd numbered years.

231—Introduction to Electronic Music (3) (H)

Prerequisite: permission of the instructor. Emphasis on historical development, current status, physical concepts, language and compositional techniques as they apply to synthesized music. Offered first semester.

307S—History of American Music (3) (H)

Exploration of music brought to America by early settlers, its European roots, history and development from colonial times onwards.

311, 312—History of Music (3, 3) (H)

Development of music from ancient to modern times with special correlation of historical and cultural trends. Only in sequence.

321—Twentieth Century Music (3) (H)

Prerequisite: Music 131 or 132 or 311, or permission of the instructor. Twentieth century practices in musical composition and their relationship to the historical developments in music.

332—History of Jazz (3) (H)

Development of jazz, ragtime, blues, Dixieland, Boogie Woogie and later styles which evolved from jazz. Second semester.

412—Choral Literature (2) (H)

Sacred and secular choral literature from the Renaissance through the 20th century; consideration of textual and musical content. Open to non-music majors by permission of the instructor. Second semester.

413S—Choral Music for School (1) (H)

Comprehensive survey of selected choral offerings for the school. Workshop participants sing and discuss choral techniques.

414S—Choral Music for Church (1) (H)

Comprehensive survey of selected choral offerings for the church. Workshop participants sing and discuss choral techniques.

THEORY OF MUSIC

101, 102—Principles of Harmony I (3, 3) (H)

Emphasis on fundamentals of music, chord structure, progression and function. Figured bass, melodies, creative work and keyboard harmony.

103, 104—Harmonic Skills I (1, 1) (H)

Development of aural and written skills in identifying intervals and chords; melodic and harmonic dictation, rhythm drill and sight-singing.

Music 101 and 103 must be taken concurrently in the first semester; 102 and 104 concurrently in the second semester.

201, 202—Principles of Harmony II. (3, 3) (H)

Prerequisite: Music 101, 102. Functional and nonfunctional uses of altered chords; emphasis on 20th century concepts of Hindemith and Schoenberg.

203, 204—Harmonic Skills II (1, 1) (H)

Continuation of 103, 104.

Music 201 and 203 must be taken concurrently in the first semester; Music 202 and 204 in the second semester. In sequence only.

301—Strict Counterpoint (2) (H)

Prerequisite or corequisite: Music 201. Principles of strict contrapuntal writing are discussed and employed in all five species.

302—Free Counterpoint (2) (H)

Prerequisite: Music 301. Free contrapuntal writing techniques are stressed along with practice in invention and fugal writing.

391—Orchestration (3) (H)

Prerequisite or corequisite: 201, 203. Techniques of instrumental scoring considered historically and creatively. Offered fall semester even-numbered years.

401, 402—Structure and Composition (3) (H)

Structural and harmonic analysis of traditional and contemporary compositions, correlated with creative work in small forms. Only in sequence.

PERFORMANCE, MUSIC

105–127—Studio Music

Individual lessons (based upon placement audition) are offered advanced players in orchestral instruments, (including harp, organ, piano and voice). Lessons are one half-hour lesson per week for one credit.

A maximum of twelve hours in individual instruction is allowed toward the degree. However, all credits beyond this will be credited over and above the 122 hours required for graduation.

105 Violin; 106 Viola; 107 Violoncello; 108 Doublebass; 112 Clarinet; 113 Flute; 114 Oboe; 115 Saxophone; 118 French Horn; 119 Trombone; 124 Harp; 125 Organ; 126 Piano; 127 Percussion.

Instructors in individual lessons are: Mrs. Anne F. Hamer, violoncello and piano; Mrs. Martha V. Fickett, Mr. Bernard C. Lemoine and Miss Sherrill V. Martin, piano; Mrs. Yvonne M. Sabine, voice; Mr. James E. Baker, woodwind, brass and percussion; Mrs. Peggy K. Reinburg, organ; Mr. C. Stanley McCarty, strings; and Miss Jeanne D. Chalifoux, harp.

A full-time student does not pay additional fees for studio music.

140—Chorus (1)

Students have an opportunity to study and perform selected repertoire for women's voices representing all periods of music literature. Open by audition.

141, 142—Brass Instruments (1, 1)

Beginning class study of playing techniques on brass instruments, investigating techniques and acoustical principles; reference to historical development and literature.

143, 144—String Instruments (1, 1)

Beginning class study of playing techniques on string instruments, investigating techniques and acoustical principles; reference to historical development and literature.

145, 146—Woodwind Instruments (1, 1)

Beginning class study of playing techniques on woodwind instruments, investigating techniques and acoustical principles; reference to historical development and literature.

147—Percussion (1)

Beginning class study of playing techniques on instruments of definite and indefinite pitch, with emphasis on snare drum performance techniques. Offered fall semester of odd-numbered years.

150—Orchestral Ensemble (1)

Orchestral literature from all periods of music literature. This group is a nucleus for the College-Community Orchestra. Open to all instrumentalists by audition.

The College-Community Orchestra is made up of students and community instrumentalists who enjoy playing and performing orchestral repertoire. Open to any qualified instrumentalist.

151, 152—Class Piano I and II (1, 1)

Group instruction for beginners; emphasis on development of basic keyboard facility, clef reading, hand position, fingering, pedalling, and technique. Admission to 152 based upon results of a placement audition or successful completion of 151.

160—Woodwind Ensemble (1)

Performance experience in representative compositions from all periods of music. The ensemble presents an informal program each semester. Open to all woodwind players by audition.

161, 162—Class Voice I and II (1, 1)

Group instruction for beginners; emphasis on the fundamentals of singing, posture, breathing, tone production, diction, resonance and performance techniques. Admission by audition or successful completion of first semester course.

171S—Class Guitar I (1)

Group lessons in classical guitar for beginners; emphasis on the development of basic techniques, historical development and literature.

172S—Class Guitar II (1)

Group lessons in classical guitar for intermediate students. A continuation of 171S.

240—Keyboard Ensemble (1)

To give the keyboard player experience in ensemble playing through literature for four hands, piano accompanying and sight reading.

251, 252—Class Piano III and IV (1, 1)

For intermediate students; includes study of elementary and intermediate works from standard piano repertoire, with emphasis on interpretation and ensemble. Admission based upon results of a placement audition, or successful completion of previous semester's course.

261, 262—Class Voice III and IV (1, 1)

For intermediate students; emphasis on perfecting techniques learned in first year; extending range, dynamics, agility, flexibility and repertoire. Admission to 262 based upon successful completion of 261, or results of a placement audition.

341—Choral Conducting (2)

Prerequisite or corequisite: Music 201, 203. Principles and techniques of conducting, including the study of materials, arranging for varied vocal groups and program planning. First semester.

342—Instrumental Conducting (2)

Prerequisite or corequisite: Music 202, 203. Principles and techniques of conducting, including the study of materials, arranging for miscellaneous instrumental groups, and program planning. Second semester.

SPECIAL COURSES, MUSIC

350—Music for the Elementary Classroom Teacher (3)

Objectives and processes of teaching music with emphasis on music reading, conceptual learning and teacher competencies. Each semester. Music 350 is for non-music majors planning to teach in the elementary grades.

Education 317—Teaching Music in the Elementary School (3)

Objectives and processes of teaching music with emphasis on music reading, conceptual learning, curriculum and evaluation.

Education 318—Teaching Music in the Secondary Schools (3)

Discussions on the adolescent, music management in the schools, history and philosophy ot music education, curriculum and current trends. Education 317 and 318 are for music majors preparing to teach in elementary and secondary schools.

491, 492—Independent Study (2–3) (H)

Individual study under the direction of a music department faculty member. Details may be obtained from the chairman. By permission of the Department.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

501, 502—Honors (H)

A music major may graduate with Honors in Music by fulfilling certain criteria. Details may be obtained from the chairman. By permission of the Department. Credit variable.

Nursing

(Planned-Transfer Grouping)

The Office of the Assistant Dean for Academic Advising, Adviser.

Although Mary Washington has no affiliate program with a school of nursing, students can prepare at the College for almost any school of nursing that normally accepts junior transfer students. The degree in nursing is awarded by the transfer school. Students interested in this program should consult with the schools to which they intend to apply, and with the program adviser at Mary Washington. Planned-transfer courses at the College are quite demanding; students find no difficulty, if their plans change, in moving into another medical field or to a science major such as chemistry or biology.

Philosophy

Professor Van Sant, Chairman (Career Adviser); Assistant Professor Cobb.

Philosophy is the critical examination of our basic beliefs and presuppositions. By its nature, the study of philosophy develops clear and systematic thinking; it requires the analysis of different kinds of abstract problems; it develops the ability to do research, organize results and present those results.

Because the Department emphasizes close attention to arguments, creative research into philosophical problems, and the competent expression, orally and in writing, of the student's views, philosophy can be studied profitably by a student majoring in any College program.

The objectives of the Department are to serve the rest of the academic program of the College by offering courses of interest to the scientist and mathematician, the social scientist, and the student interested in the humanities and literature.

The major in philosophy is of special interest to students who wish a more thorough understanding of the history of the discipline and the inter-relations of various philosophical problems. The major is also beneficial to students planning to enter the professions of law, theology, or medicine. Many students give depth to their academic preparation by combining philosophy and another subject in a double major.

111—Introduction: Morals and Society (3) (H)

Alternate views of the nature of morality. Offered each semester.

151—Introduction to Logic and Language (3) (H)

Valid forms of reasoning. Offered each semester.

211—Ethical Studies (3) (H)

The status and justification of moral judgments, and the reasons behind disagreements in moral issues.

212—Aesthetics (3) (H)

Examination of a variety of attempts to validate norms of taste and of criticism.

221—Philosophical Problems of Law (3) (H)

The relation between moral philosophy and criminal and civil law.

244—Philosophy of Science (3) (H)

Survey of modern philosophical writing about science

304—American Philosophy (3) (H)

Survey of American thought.

306—Advanced Logic (3) (H)

Prerequisite: Philosophy 151 or completion of six hours in mathematics. Theory of formal systems; applied criteria of consistency, completeness and decisional procedures, and other topics in symbolic logic.

321—Greek Philosophy (3) (H)

Selected works of Plato and Aristotle.

322—Medieval Philosophy (3) (H)

Survey of scholastic philosophy.

343—Existentialism (3) (H)

Recent philosophical developments in the continental European tradition.

344—History of Scientific Thought (3) (H)

Prerequisite: completion of the natural science and mathematics degree requirement. Key developments in the history of scientific thinking.

371—Seventeenth and Eighteenth Century Philosophy (3) (H)

Survey of major thinkers from Descartes to Hume.

372—Kant (3) (H)

Selected major works of Immanuel Kant.

373—Nineteenth and Twentieth Century Philosophy (3) (H)

Critical consideration of major thinkers and movements from the late 19th century to the present.

481—Readings in Philosophy (3) (H)

Discussion of philosophical literature in a field previously selected by the Department of Philosophy after consultation with students.

491, 492, 493—Independent Study (3–6) (H)

Tutorial under the direction of a member of the staff. By permission of the department.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

Physical Education

See Health, Physical Education and Recreation.

Physical Therapy Program

(Planned-Transfer Grouping)

Professor Hoye, Program and Career Adviser

Students interested in specialized training in physical therapy can complete two or three years at the College, taking liberal arts and sciences courses while meeting the prerequisites for pre-professional training at an approved school of physical therapy. Because the degree in physical therapy is awarded by the transfer institution, students in this program elect courses required by the transfer institution. However, all courses are equally applicable to a degree from Mary Washington if a student changes plans and moves into an appropriate major program at the College.

Physics and Astronomy

Professor Atalay, Chairman (Career Adviser); Professor Nikolic; Assistant Professor Pitts.

The Department of Physics and Astronomy offers a curriculum characterized by diversity, completeness, and rigor. Of the twenty-four courses, the majority are theoretical in nature; however, well-equipped electronics and nuclear physics laboratories make it possible for upperclass students to engage in research. The Department's computer, a Nova-1220, functions with a number of separate languages and is available to students in any of the physics classes. The astronomy program is represented by an elementary astronomy course augmented by two reflector telescopes—3½-inch and 7-inch Questars—and a seven-inch refractor which make astronomical observations possible. The Department has the capability to provide additional course work in astronomy when the need arises.

The diversity of the curriculum allows students to pursue careers in industry, government, and teaching, or to undertake graduate work. While many options are open for high school physics teachers or for bachelor's level physicists, the market is considerably enhanced for double majors, especially in physics/chemistry and physics/math.

PHYSICS

101, 102—General Physics (4, 4) (N/M)

Introductory course. Primarily for nonscience students. Stresses conceptual rather than mathematical aspects. Laboratory.

201, 202—General Physics (4, 4) (N/M)

Introductory course. Primarily for science students. Covers essentially the same as Physics 101, 102, except more mathematical rigor is employed. Laboratory.

311—Atomic Physics (3) (N/M)

Prerequisite: General Physics. Foundations of quantum mechanics, atoms with one electron, multielectron atoms, molecules, solid state physics, the special theory of relativity.

312—Nuclear Physics (4) (N/M)

Prerequisite: General Physics. Nuclear structure, static and dynamic properties, and fundamental particles. Laboratory includes experiments in alpha, beta and gamma-ray spectroscopy.

321, 322—Classical Mechanics (3, 3) (N/M)

Prerequisite: Physics 102 or 202 or equivalent, and Mathematics 221. Kinematics and dynamics of mass particle, conservation laws. Lagrange, Hamiltonian methods, Hamilton's equations of motion, the special theory of relativity.

331, 332—Electricity and Magnetism (3, 3) (N/M)

Prerequisite: Mathematics 221 and General Physics. Foundations of electromagnetic theory. Emphasis on lectures and limited laboratory demonstrations.

371—Thermodynamics (3) (N/M)

Prerequisite: Mathematics 221 and General Physics. Temperature, thermodynamic states and variables, the laws of thermodynamics, entropy, thermodynamic potentials, change of phase.

382—Electronics (3) (N/M)

Prerequisite: Mathematics 221 and General Physics. Introduction to the theory and operation of electronic instruments and basic circuits. Limited lectures with emphasis on laboratory work.

391—Optics (3) (N/M)

Prerequisite: Mathematics 221 and General Physics. Introduction to theory of physical optics. Includes lectures and laboratory based on observation and interpretation of basic optical effects.

411, 412—Quantum Mechanics (3, 3) (N/M)

Prerequisite: Physics 322. Schrodinger's equation, harmonic oscillator, matrix formulation of quantum mechanics, angular momentum, scattering theory, perturbation theory, relativistic quantum mechanics.

451, 452—Methods of Theoretical Physics (3, 3) (N/M)

Prerequisite: Mathematics 221 and General Physics. Vectors, matrices, coordinates, functions of complex variable, differential equations, Fourier and Laplace transformation, vector spaces, variational methods, tensors, group theory.

462—Nuclear Physics (3) (N/M)

Prerequisite: Physics 312. Corequisite: Physics 411, 412. Mass, size and constitution of nuclei, nuclear models, two-body forces, scattering reactions, introduction to elementary particles.

472—Statistical Mechanics (3) (N/M)

Prerequisite: Physics 371. Ensembles, microcamonical, canonical and grandcononical distributions, Maxwell-Boltzmann, Bose-Einstein and Fermi-Dirac distributions.

482—Physics Seminar (1) (N/M)

Open to third and fourth year physics students for credit.

491, 492—Independent Study (3, 3) (N/M)

Open to senior physics majors only.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

501, 502—Honors in Physics (4, 4)

Open to senior physics majors by permission of the Department. Course culminates in an undergraduate thesis.

ASTRONOMY

201, 202—Elementary Astronomy (3, 3) (N/M)
Historical and descriptive survey of the physical universe.

Political Economy

See Economics and Political Science.

Political Science

See Economics and Political Science

Pre-Foreign Service

(Interdisciplinary Major)

Assistant Professor Kramer,
Program and Career Adviser

Pre-Foreign Service, an interdepartmental major, gives the student an opportunity to develop a firm undergraduate concentration in international culture and political affairs. Sponsored primarily by the Department of Economics and Political Science, the Pre-Foreign Service major program combines history, philosophy, geography, literature, religion, and a modern foreign language with basic economics and political science courses. The student's major concentrations are arranged with the program adviser.

Students in this program are most often interested in entering one of the agencies of the United States Government concerned with international affairs, a business firm with international offices, a domestic organization with a foreign department, or graduate school.

Pre-Law Program

(Pre-Professional Grouping)

Associate Professor Crawley,
Program and Career Adviser

The Pre-Law Program provides guidelines and advice for the student interested in entering law school upon graduation from Mary Washington. As there is no standard pre-law curriculum at the College, the program adviser assists students in selecting courses that build skills needed in the legal profession. These include courses that provide exposure to the general culture, improve skills of written and oral communication, and develop the reasoning process.

Pre-Medical Program

(Pre-Professional Grouping)

Professor Mahoney,
Program and Career Adviser

Designed to assist students in obtaining sufficient background for entrance to schools of medicine or dentistry, the Pre-Medical Program is not a major but a grouping of courses to be taken as part of the regular degree program. In consultation with the program adviser, the student outlines his courses, usually beginning with general biology and chemistry in the freshman year. He then follows a regular degree program, majoring in any field but also selecting courses necessary for the particular medical or dental school and the required entrance examinations.

Psychology

Professor Weinstock, Chairman; Professor M. A. K. Kelly; Associate Professors Bresler, MacEwen, Rabson (Career Adviser), Smith; Assistant Professors Bill, Butzine, Moeller (Career Adviser)

The principal objective of the Department of Psychology is to provide sound course coverage of a variety of content areas in the field of psychology (i.e., the study of behavior). This coverage includes both traditional areas and those that represent more recent trends and theoretical developments in the discipline.

Departmental flexibility permits the student to tailor a major program on an individualized basis, and each major is assigned an adviser to help shape a program of studies which is individually satisfying to the student as well as educationally sound.

Students majoring in psychology have a number of career options. Those who have combined appropriate education courses with the major become certified to teach at the primary or secondary school level. Others use the major as preparation for entry level jobs related to psychology, including positions as social workers, probation officers, drug-abuse workers, or technicians and assistants in a variety of mental health settings. Students interested in pursuing psychology as a long-range career find that the major provides an excellent background for graduate study.

101, 102—General Psychology (3, 3) (S)

Fundamental principles of human behavior; biological antecedents; motivation; perception; learning; individual differences; intelligence; and personality.

261—Elementary Statistics (3) (S)

Prerequisite: General Psychology. Consideration of descriptive and inferential statistical topics, including centrality, variability, correlation, regression and significance tests.

262—Intermediate Statistics (3) (S)

Prerequisite: General Psychology. In-depth coverage of data analysis techniques and inferential tests, such as analysis of variance.

301—Social Psychology (3) (S)

Prerequisite: General Psychology. The interrelationships between the individual and his social environment. Social influences upon attitudes and behavior. Group dynamics.

307—Computer Applications In The Social Sciences (3) (S)

Prerequisite: General Psychology and Elementary Statistics or instructor's permission. Basic programming, statistical applications, computer, simulation and the general use of the computer as a research tool.

310—Psychology of Exceptional Children (3) (S)

Prerequisite: General Psychology. Deviations in physical, intellectual and emotional development. Relevant theories, issues and therapy programs.

311—Abnormal Psychology (3) (S)

Prerequisite: General Psychology. Examination of the major varieties of pathological behavior, explanatory models and modes of treatment.

315—Foundations of Clinical Psychology (3) (S)

Prerequisite: General Psychology. Theories and practices of the major schools of psychotherapy psycho-analysis, client-centered, transactional analysis, Gestalt, behavior modification.

325S—Educational Psychology (3) (S)

Prerequisite: General Psychology. Both application and theory of learning and educational technological principles as they apply to the classroom setting

331—Developmental Psychology: The Infant and Child (3) (S)

Prerequisite: General Psychology. Development from conception through childhood. Developmental processes, theories, issues and relevant research.

332—Developmental Psychology: The Adolescent and Adult (3) (S)

Prerequisite: General Psychology. Theories of, and research on, personality, social, physical and intellectual characteristics from adolescence to death. Emphasis on adolescence and aging.

342—Psychology of Personality (3) (S)

Prerequisite: General Psychology. Personality structure, dynamics, development and methods of research.

345—Psychology of Learning (3) (S)

Prerequisite: General Psychology. Analysis of the theoretical issues and/or experimental bases of learning. Both human and infrahuman research will be considered.

348—Psychology of Motivation (3) (S)

Prerequisite: General Psychology. Primary and learned sources of motivation and their effects on behavior. Theory and data will be considered.

371—Experimental Psychology: Operant Conditioning (4) (S)

Prerequisite: Psychology 261 or 262. Analysis of behavior utilizing the principles and procedures of operant conditioning. Laboratory work concentrated on the rat.

372—Experimental Psychology: Sensation and Perception (4) (S)

Prerequisite: Psychology 261 or 262. A laboratory approach to study of visual and auditory sensory and perceptual psychology, with emphasis on psychophysical methods.

373—Experimental Psychology: Human Learning (4) (S)

Prerequisite: Psychology 261 or 262. An examination of method, data and theory in human learning and memory research.

374—Experimental Psychology: Physiological Psychology (4) (S)

Prerequisite: Psychology 261 or 262. Critical survey of physiological correlates of behavior emphasizing neurophysiological mechanisms in perception, motivation and learning plus methods of physiological investigation.

380—Psychological Tests and Measurements (4) (S)

Prerequisite: Psychology 261 or 262. Theory of test construction and the interpretation and uses of tests. Test administration and techniques of handling data.

392—Behavior Genetics (3) (S)

Prerequisite: One year of biology and one year of psychology. Principles of genetic transmission, gene action, population structure and evolutionary theory applied to problems in animal and human behavior.

394—Psychopharmacology (3) (S)

Prerequisite: One year of biology or one year of chemistry. Introduction to principles of drug action in the body, drug effects on behavior and social psychology of drug use.

421—History of Psychology (3) (S)

Survey of the historical antecedents of modern psychology.

470, 471, 472, 473, 474—Selected Topics in Psychology (3 each) (S)

Enduring and/or contemporary issues in psychology.

491—Individual Research (1–4) (S)

Prerequisite: Permission of departmental staff member. Empirical investigation and/or library research. Maximum of eight credit hours allowable toward fulfilling the major field requirement.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

Religion

Professor Clark, Chairman (Career Adviser); Assistant Professors Cain, Jensen.

The Department of Religion seeks to respect the uniqueness of religious phenomena, while recognizing their intimate relationships with aesthetic, philosophical, ethical, psychological, historical, and social issues. The purpose of the Department is to acquaint the student with ways of studying religion, the kinds of questions to be asked, and the kinds of answers which learning can and cannot yield. The goal of the major is to enable the student to move with discipline among varieties of religious phenomena, to trace implications of specific views, to appraise, to discriminate, and to correlate responsibly.

Areas of special interest include women and western religious traditions, religion and literature, and types of religious experience, such as mysticism, meditation, myth, and ritual. The small size of the Department permits personal attention, encouragement of individual interests, and a high degree of flexibility. A Guided Research course, taken by all senior majors, requires a senior paper.

The B.A. degree in religion equips the student for graduate school or seminary study in religion, as well as graduate programs in other fields, which increasingly welcome undergraduate religion majors. Career opportunities are not limited to those opened by further study. A religion major is a humanities student of broad cultural awareness trained to think, write, and express himself cogently, to enter into dialogue discerningly with diverse ideas and perspectives, and to face fundamental human issues sensitively. Such training is requisite to any career and is ultimately practical in life itself.

105—Introduction to Religion (3) (H)

Introduction to some basic religious traditions, including myths, rituals, types of religious communities and leaders.

111—Introduction to Christian History (3) (H)

Selected topics in the development of Christianity and its institutions from the birth of the church to the present.

117—Introduction to Christian Theology (3) (H)

The "how" as well as the "what" of theology is explored in relation to basic doctrines and concepts.

201—Judaism (3) (H)

Historical and religious development of Judaism from Biblical times to the present.

202—The Roman Catholic Tradition (3) (H)

Historical and theological development of western Catholic Christianity through the Second Vatican Council.

203—The Protestant Tradition (3) (H)

Historical and theological development of Protestant denominations and sects from the Reformation to the present.

205—The Hebrew Bible (3) (H)

The history, literature and religion of ancient Israel.

206—The New Testament (3) (H)

Historical-critical methods of study are introduced and applied in investigating New Testament sources, forms and theological motifs.

217—Primitive Religions (3) (H)

Religions of non-literate peoples. Emphasis is on interpretation of myths, rituals and shamanism.

220—Studies in Suffering and Evil (3) (H)

A theological and literary examination of theodicy: "If God is good, whence evil?" Emphasis on humor and death.

231—Special Studies in Religion (3) (H)

Among topics taught at different times: Women and Western Religious Tradition; Mysticism East and West; Christian Ethics Today.

271—Studies in Faith and Literature (3) (H)

Study of relationships between Christian faith and literary art in the context of contemporary novels and plays.

281—The Religions of India (3) (H)

Study of historical development and basic traditions of South Asian religions, especially Hinduism and Buddhism.

282—The Religions of China and Japan (3) (H)

Study of historical development and basic traditions of East Asian religions, especially Buddhism, Confucianism, Taoism, Shintoism.

306—Early Christian Thought (3) (H)

Theology of the early church with emphasis on the development of Trinitarian and Christological thought.

313—European Theology (3) (H)

Prerequisite: either Religion 111, 117, 202, or 203. Persons and problems of twentieth century theology from Barth to Moltmann, from liberal to liberation theology.

314—American Theology (3) (H)

Prerequisite: either Religion 111, 117, 202, or 203. Death of God, Secular, Black, Process and Play theologies are investigated; emphasis on present theological problems and possibilities.

331—Special Studies in Religion (3) (H)

Among topics taught at different times: Yoga, 19th Century Theology, Protestant Reformation.

341—Major Religious Thinkers (3) (H)

Among thinkers studied in depth at different times: Augustine; Soren Kierkegaard; Elie Wiesel.

401—Guided Research (3) (H)

Preparation of a senior paper under the direction of the Department. Required of all senior majors.

491, 492, 493, 494—Independent Study (3 each) (H)

Individual work under the guidance of a member of the Department. By permission of the Department.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

Russian

See Modern Foreign Languages.

Russian Studies

(Interdisciplinary Major)

Professor Bozicevic,
Program and Career Adviser.

With the continuing growth of the U.S.S.R. as a major world power, knowledgeable insight into that country's culture and dynamics is of great importance to the understanding of present and future international developments. A program to promote that understanding has been developed at Mary Washington and is offered as an interdisciplinary major. A comprehensive program, Russian Studies includes concentration in Russian language and literature as well as the study of pertinent courses in economics, geography, music, history, political science, and sociology, among others.

Extracurricular offerings in the program include movies, lectures, theatrical performances, folk singing and dancing, symposiums, and readings, in addition to sponsored visits to museum exhibits and the Soviet Embassy in Washington, D.C.

While the Russian Studies major does not emerge as a certified expert on Soviet Russia, students can pursue careers in various branches of the federal government, international organizations or agencies, teaching, research, and, increasingly, commerce.

Social Work

(Career-Focus Grouping)

Instructor Hale, Program Director; Assistant Professor Berry, Field Placement Coordinator (Career Adviser); Instructor Perez.

The social work program, open to qualified students from any department, is designed to prepare participants for the first level of professional practice in human services, such as rehabilitation, mental health, or welfare work.

Taken in addition to the student's declared major, this program strives to train the student in using an integrated combination of knowledge, values, and skill in service to various client and community-related programs. One special offering, Field Placement, gives the student the chance to work in his area of interest while still enrolled at the College.

200—Introduction to Social Work (3)

Broad survey and analysis of issues in human services. Students spend 20 hours in observation in a human services agency.

300—Social Welfare—Economic Security (3)

Prerequisite: SWORK 200 or permission of the instructor. Contemporary economic security programs, their adequacies and inadequacies; the historic roots; inequities; value dilemmas and proposals for reform.

301—Social Welfare—Social Services (3)

Prerequisite: SWORK 200 or permission of the instructor. Contemporary social service programs, their purposes and significant policy issues such as universal vs. selective; effectiveness and consumption vs. investment.

350—Methods of Social Intervention I (3)

Prerequisite: SWORK 200 or permission of the instructor. Development of skills in a framework of theoretical models of intervention. Communication will be stressed.

351—Methods of Social Intervention II (3)

Prerequisite: SWORK 350 or permission of the instructor. Continued exploration of service methodology including direct and indirect service techniques.

400—Field Placement (6)

Prerequisite: SWORK 350 or permission of the instructor. Students spend 312 hours in a human service agency—giving direct service by delivery. The 312 clock hours may be accumulated over one or two semesters. PASS/FAIL.

410—Senior Integrative Seminar (3)

Prerequisite: SWORK 350, 351 or permission of the instructor. The course is intended to be the mechanism which integrates the material drawn from social sciences and the SWORK curriculum.

490, 491—Special Problems (3, 3)

A special problem area in Social Work. This may be developed as independent study for qualified students.

Sociology and Anthropology

Professor Carter, Chairman; Professors Allen, Sletten; Assistant Professors Ely, LaManna (Career Adviser for Sociology), Williamson (Career Adviser for Anthropology).

The major program in sociology offers a strong grounding in the development of sociological theory and methods of sociological research. In addition, specific courses focus upon major aspects of social structure and social institutions. Some courses give the opportunity for intensive guided reading and discussion in many aspects of society. Individual study offers the possibility of the student working with professional guidance in an area of special interest.

As a body of reliable knowledge and a method of scientific investigation, sociology provides the student with insights into the nature of culture and social structure, the matrices within which human personality is formed and nurtured. The intrinsic value of sociology may be described in terms of its development of the individual and in the realization of the nature and range of human values, beliefs, and patterns of action, as well as the realistic view it provides of the subtle ways group structure and process are related to individual thought and action. Its utilitarian value may be described in terms of the skills acquired for analysis of social groups, skills highly valued by administrators and executives in various businesses and organizations.

The study of sociology prepares students for careers in many contemporary organizations. The knowledge and the mode of thinking acquired are a great aid in developing and interpreting the knowledge and experience required for a successful career. Graduates are working successfully as governmental administrators, in education and teaching, as executives in Scouting, Red Cross and similar organizations. Those with advanced degrees are also working as research associates in public and private research. Other majors have entered fields such as social case work, medical social work, psychiatric social work as well as probation and parole.

Courses in anthropology offered within the Department are designed to acquaint students with the varieties of human culture and society, and with the different ways in which the study of man can be approached: physical, archaeological, socio-cultural, and linguistic, with emphasis on the socio-cultural. Credits earned in anthropology can be applied as credits related to the sociology major.

A specialized career opportunity in Social Work is also offered and may be taken in conjunction with a sociology major. This program is listed previously in this catalogue.

SOCIOLOGY

201—Principles of Sociology (3) (S)

Basic characteristics of group life; status, role, social structure, culture and interaction between persons and groups.

202—Social Problems (3) (S)

Social change, deviants, social and personal disorganization; mobility; delinquency, crime; political, industrial and other group conflicts.

303—Culture, Social Structure and Personality (3) (S)

Impact of culture and social structure upon individuals, and of socio-cultural norms and values upon personal attitudes and behavior.

304—Social Stratification (3) (S)

Prerequisite: Sociology 201. Analysis of inequality in society. Nature and effects of stratification in modern society.

305—Sociology of Industry and Organizations (3) (S)

Prerequisite: Sociology 201. Nature and organization of work; structure and dynamics of complex organizations.

311—Introduction to Population (3) (S)

Basic principles of social and formal demography. Relationship of social, economic and psychological factors on demographic processes.

312—Comparative Community Studies (3) (S)

Prerequisite: Sociology 201. Cross-cultural study of the impact of modernization, urbanization and political centralization on communities. (Offered in alternate years)

313—Urban Sociology (3) (S)

Prerequisite: Sociology 363 recommended. Common problems of city living; ecological factors in growth of cities and their influence upon social behavior. First semester.

314—Population Trends: Special Topics in Population (3) (S)

Intensive treatment of selected special topics in population. Second semester. (Offered in alternate years)

331—The Family (3) (S)

Historical, social-psychological and cultural study of sex roles, mate selection, courtship, marriage and family relations.

334—Medical Sociology (3) (S)

How disease and health relate to social structure and culture; correlates of diseases. Organization and role analysis of health professions.

341—American Society (3) (S)

Overview of contemporary society; modifications of the liberal progressive ideology and organization; changing male and female roles; growth of bureaucracy; work and leisure.

342—Occupations and Social Structure (3) (S)

Treatment of major occupational groups; special emphasis upon professions and executive roles, including relationships with other aspects of society.

351—Juvenile Delinquency (3) (S)

Prerequisite: Sociology 201, 202. Sociological analysis of the nature, extent, causes, impact and treatment of juvenile delinquency. (Offered in alternate years)

352—Criminology (3) (S)

Crime, its nature, types, extent and historic trends; causal theories, mythical and scientific; programs of crime control, treatment and prevention.

353—Social Movements (3) (S)

Prerequisite: Sociology 201. Analysis of the causes, organization, and consequences of social movements.

362—Methods of Social Research (3) (S)

Study design, observation, interviewing, questionnaire construction and administration, survey research and analysis, and other topics.

363—Sociological Research: Data Analysis (3) (S)

Prerequisites: Sociology 201, Sociology 362, and Statistics 200. Analysis of data from sample surveys, census materials. Use of secondary data to prepare research reports.

402—Sociology of Human Development (3) (S)

Micro-social structures and processes; socialization, chief agents, impact of social interaction with siblings, peers and parents; age-grading, other vertical gradients.

421—Human Relations (3) (S)

American racial and ethnic groups; focus on Indian and Negro; concepts of prejudice, discrimination segregation; inter-group conflict, accommodation cooperation. Second semester.

422—Sociology of Religion (3) (S)

Prerequisite: Sociology 201 or instructor approval. Social factors in development and function of religious institutions; focus on Judeo-Christian tradition. (Offered in 1977–78)

442—Social Change (3) (S)

Prerequisite: six hours of sociology. Theories of social change and evolution; analysis of historical changes.

471—History of Social Theory (3) (S)

Presentation and analysis of major forms and themes of social and early sociological theory from Greece to the twentieth century.

472—Contemporary Sociological Theories (3) (S)

Major sociological theorists of the twentieth century.

488—General Readings (3) (S)

Usually one set of readings on some major concepts or points of view in contemporary sociology with an emphasis upon discussion.

489—Special Readings (3) (S)

One or several sets of readings and discussions from a sociological point of view. Student interest is important in selection of the topics.

491, 492, 493, 494—Individual Study and Research (3) (S)

Available to qualified students. Reading and research; project or paper with guidance of a faculty member.

ANTHROPOLOGY

101—Introduction to Cultural and Social Anthropology (3) (S)

How primitive peoples organize their own worlds. Examination of various basic concepts and a number of different societies. Offered each semester.

102—Introduction to Physical Anthropology and Archaeology (3) (S)

Physical sub-disciplines; paleontology, primatology, evolution, genetics, human varieties. Archaeology: objectives, techniques, participation in local field work. Offered each semester.

201—Ethnography of North American Indians (3) (S)

Various North American Indian societies from the different cultural areas, both ancient and modern; problems of Indians in North America today. First semester.

202—Ethnography of New Guinea Peoples (3) (S)

Different New Guinea societies from a number of points of view (economic, political, structural); theories concerned with their analysis. Second semester.

301—History of Culture Theory (3) (S)

Examination of theories of the analysis of culture from the beginnings of anthropological thought until the present. First semester.

312—Women in Anthropology (3) (S)

Study of women both as anthropologists and as objects of anthropological investigation, in a number of different social contexts. Offered second semester.

491, 492—Independent Study (3, 3) (S)

Individual work under the guidance of the course advisor. By permission of the advisor. Three credits each semester.

Spanish

See *Modern Foreign Languages*.

Speech

Associate Professor Duke, Chairman (Career Adviser).

The objectives of the Department are threefold: to enhance student skills in oral communication through theory and practice in reading and speaking; to increase student understanding of the structure of spoken language; and to provide students with a basic knowledge of the anatomy and physiology underlying the speech mechanism.

A major program in speech pathology and audiology is offered in cooperation with the University of Virginia. Students complete three years at Mary Washington College, spend the senior year in residence at the University of Virginia, and receive their Bachelor's Degrees from Mary Washington College. Full details on this program are available from the program adviser.

In addition to the specific pre-professional education afforded by the cooperative program, the department provides students with the opportunity to increase their personal effectiveness in oral communication, an integral component of most vocations on the professional and supervisory level.

261—Voice and Diction (3)

Theory and practice of principles necessary to speech improvement. Individual analysis is offered to improve the student's voice, articulation and pronunciation.

301—Group Discussion (3) (H)

Philosophy and practice of group discussion as a means of problem-solving and the exercise of group leadership. (Offered in alternate years; offered in 1977–78.)

302—Public Speaking (3) (H)

A study of the art of public speaking: the composition, organization and delivery of speeches of various types. (Offered in alternate years; offered in 1977–78.)

331, 332—Oral Interpretation (3, 3) (H)

Interpretation of prose, poetry and dramatic literature in terms of its intellectual, emotional and aesthetic content. Only in sequence.

361—Voice Science (3)

Anatomical, physiological and neurological functioning of the speech and hearing mechanisms. (Offered in alternate years; offered in 1976–77.)

362—Phonetics (3)

American dialects and standards of speech employing the International Phonetic Alphabet. (Offered in alternate years; offered in 1976–77.)

481, 482—Individual Study (3, 3) (H)

Individual study under the direction of a member of the staff. By permission of the Department.

500—Internship

Supervised off-campus experience, developed in consultation with the Department. Credits variable.

Statistics

See Mathematics, Statistics and Computer Science.

Regulations

This section provides information on academic procedures and regulations. Non-academic procedures, such as residential regulations, are described in the Student Handbook, issued by the Office of the Dean of Student Services.

The catalog lists degree requirements and academic regulations and policies in effect at the time of printing. These requirements, policies, and regulations change from time to time, and these changes are announced through the mail or in the *College Bulletin*. Once a change is announced, if it affects a student's program, it is his responsibility to adjust his program accordingly or to seek written confirmation from the Dean for any variation. The Office of the Dean welcomes questions and requests for interpretation and applicability of academic regulations and policies.

Honor System

Since 1944, the students of Mary Washington College have lived under the Honor System. Although its constitution is frequently revised, the Honor Code has remained basically the same throughout the years. The Honor Council retains sole control of its operation and is responsible to the student body, which derives its authority to establish an Honor System from the Board of Visitors. Because of the unique nature of the Honor System, final responsibility lies with the Board of Visitors, but all enforcement is in the hands of students.

The Honor System provides that a student shall act honorably in all relationships of campus life. Lying, cheating, stealing or breaking one's word of honor are considered infringements of the system, and the penalty for a violation, as determined by the Honor Council, may be dismissal from the College. The pledge required on quizzes, examinations and other classwork means that the work a student submits to a professor is his own and has been completed in accordance with the requirements for the course as laid down by the professor.

Each student must understand that, by accepting admission to Mary Washington, he makes a commitment to the provisions of the Honor Code. Upon entering the College for the first time, every student is given a copy of the complete Honor Code and is expected to become familiar with its provisions. (See the *Student Handbook* for a copy of the Honor Constitution.) Orientation counselors work to interpret the Honor System to every new student before he is asked to sign a pledge card stating that he understands what is expected and realizes that a plea of ignorance will not be accepted by the Honor Council. Registration as a student at the College is not considered complete until this card has been signed.

Calendar

Mary Washington College uses a calendar of two semesters and a summer session. The fall semester begins in August and ends in mid-December; the spring semester begins in January and ends in May. As an integral part of the school year, the summer session permits the accomplishment of a full semester's work.

Residence Requirements

A student must earn at least thirty academic credits at Mary Washington; these thirty must include three-fourths of the major program, unless more are required by the major department and the Dean.

Unless the Dean has approved an exception, a student must spend the last session (regular semester or summer session) of his degree program on campus. This rule does not apply to students in the two cooperative programs (speech pathology and audiology, and medical technology) in which the entire senior year is spent at the cooperating institution.

Transfer Credit

As a rule, transfer credit is given for courses of the same type (liberal arts courses), on the same level and under the same guidelines as equivalent Mary Washington College courses. Courses for which transfer credit is requested must not overlap those which the student takes at the College, and a grade of at least C must be earned.

As soon as a transcript is received and evaluated, an entering transfer student will be notified of the transfer credit which can be counted toward a Mary Washington College degree.

A student enrolled at Mary Washington College who wishes to earn transfer credit at another college should bring a catalog description of the courses to the Office of the Dean, the Assistant Dean for Instruction, or the Assistant Dean for Academic Advising before registering for the course. If the course is approved, a record of the approval will be sent to the Registrar. When the transcript arrives from the other institution, the Registrar will record the approved credits if the student has earned a C or better.

Although grades earned in transfer work do not affect the student's quality point average, they are recorded on the permanent record.

Junior Year Abroad. The procedure for earning credits at colleges and universities abroad is basically the same as earning credits at institutions in the United States, except that more advance planning is often necessary.

An interested student should investigate the wide range of possible programs carefully, with the help of the departmental faculty and the Dean. Most students who have spent a junior year abroad have studied under a program sponsored by an American college or university; a few have entered a foreign university directly. All courses must be approved in advance, to allow for transfer credit; the student's faculty adviser, the

Dean, and often the department chairman work with the student to develop the most valuable program for the year or semester.

Mary Washington College is a member of the Cooperative International Program for Teacher Education (CIPTE), administered by the Council on International Educational Exchange, that sponsors four study programs abroad.

Credits Other Than by Course Work

Credits by Examination. A student may make written application to a department chairman for examination in an appropriate course (not an independent study, seminar, or individual performance course) for which he has neither been enrolled nor in attendance. If he passes the examination prepared by the department, he will receive the allotted number of credits with a grade of R, which does not affect his quality point average. If he fails, he receives a grade of Incomplete, which becomes an F unless he attends and passes the course in the next session in which it is given, or unless he takes and passes an equivalent examination by the end of the next session. If a student elects to take the course, he may enroll either on a graded or pass/fail basis.

Credit hours earned by a challenge examination will be regarded as part of the student's academic load; if he is part-time student, he will pay the regular charges per credit hour.

Advanced Placement. Students entering from high school may apply for college credit through the examinations given by the Advanced Placement Program of the College Entrance Examination Board. These examinations are offered in the third week of May, in American history, biology, chemistry, English, French, European history, German, Latin, mathematics, physics, and Spanish.

Interested students should have the results of the examination forwarded to the College. The College can give advanced placement and credit, advanced placement alone, or neither placement nor credit. Normally, credit is given on a score of three or higher.

College-Level Examination Program. The College participates in the College-Level Examination Program, also administered by the College Entrance Examination Board. The College does not give credit for the General Examination, but does give credit for lower-level courses on the basis of the subject examinations. This program is designed for the mature student with knowledge gained other than through academic work. More information, including the specific credits assigned, is available from the Office of the Dean.

Although quality points are not given for credits earned by examination, Advanced Placement, or the College-Level Examination Program, these are not regarded as pass fail courses, and the credits can be used for basic requirements.

Physical Education Credit for Military Service. Students who have been in military service can receive up to two credits in physical education, with one credit given for one year in the service.

Course Load

If a student intends to graduate in eight semesters, normal progress toward a degree is as follows: a minimum of twenty-eight credit hours passed for the first two semesters and fifteen to eighteen credit hours passed during each of the remaining six semesters, for a total of 122 credit hours.

Under this definition of normal progress, students are classified as follows: freshmen, fewer than twenty-eight credits; sophomores, twenty-eight to fifty-seven credits; juniors, fifty-eight to eighty-nine credits; seniors, ninety credits or more.

If a student wishes to accelerate his progress and graduate in fewer than eight semesters, he will consistently take seventeen or eighteen credits each semester, and attend summer sessions. In this way, a student can graduate in three calendar years.

A student may take no more than eighteen credits (first semester freshmen, no more than seventeen) without special permission. Permission for an overload is given only on the basis of academic performance, never simply to provide for acceleration toward the degree.

A student may drop below a normal course load without permission, except that a residential student may not live in the residence hall while carrying less than twelve credits unless he has permission from the Dean of Student Services. Students on financial aid should consult with the Dean of Admissions and Financial Aid before dropping below normal progress.

Attendance

In the educational philosophy of the College, classroom work is an essential part of educational development. Therefore, the College expects regular class attendance, although it does not impose any set rules. An instructor may require a student whose absences are excessive to withdraw from his course. No less than twenty-five percent of the total number of class meetings may be considered excessive. The instructor must announce in the first week of the semester whether he will enforce the excessive absence rule.

Each student is responsible and accountable for all tests, assignments, material covered, and announcements made in class whether he is present or not.

A student who is ill and under the care of a doctor or the infirmary should ask for a memo of confirmation from the doctor or infirmary. A student unavoidably absent for a week or more due to hospitalization, serious illness, or a sudden emergency should

phone the Office of the Dean as soon as the extent of the situation is known. If appropriate, the Office of the Dean announces the situation to the student's professors, but this in no way relieves the student of responsibility for course work.

A student faced with unavoidable extended absence should consult not only with his professors but also with the Dean or Academic Advisers to discuss the advantages of withdrawing for the semester.

Students are responsible for attendance at all final examinations, and should report any illness or emergency immediately to the Office of the Dean, before the examination.

Leaving campus early for weekends or holidays is never a valid reason for missing classes or shifting examinations. Students whose class attendance is unnecessarily irregular may be requested to withdraw from the College.

Grading

Class performance is rated as follows:

A unusual excellence
B work distinctly above average
C work of average or medium quality
D the lowest passing mark, work of below average quality
Inc. illness or emergency in final portion of a semester has prevented the student from finishing the course (see procedures for making up the incomplete grade, below)
F failure, no credit in the course
P pass, in a pass/fail course
R pass, in a credit-by-examination course
S satisfactory, in a physical education course
U unsatisfactory, in a physical education course, no credit for the course.

Quality Point Average. Each grade A through D carries a stated number of quality points, which are multiplied by the number of credit hours for the total quality points for the course. A carries four; B carries three; C carries two, and D carries one. A three-hour course with a grade of A thus provides twelve quality points; if the course carries four hours credit and the grade is A, it provides sixteen quality points.

The quality point average is found by dividing the total under "hours carried" (which does not include hours taken pass/fail, credit-by-examination, or transfer or physical education hours) into the total quality points.

P and F: Pass/Fail Option. With the approval of an adviser, a student may take one course each semester or complete summer session on a pass/fail basis. These courses can be used for elective credit, but not for basic or major requirements. A student may take a pass/fail and a satisfactory/unsatisfactory (S/U) course in the same semester.

The decision to take a course pass fail must be made within the first two weeks of the

semester. Most often, the student decides at registration. Otherwise, he goes to the Office of Academic Advising to change a course from graded to pass/fail, or from pass/fail to graded.

Before electing to use the pass/fail option, a student should consider its effect on his opportunity to earn academic awards and distinctions. These are calculated on the basis of a specified minimum number of graded credit hours.

Incomplete. The grade of Incomplete is given only when the work of a course is not completed for reasons of illness or serious emergency in the final portion of a semester. Documentation for the illness or emergency should be included among the instructor's records and should be on file in the Office of the Dean.

The student, of course, should make up the Incomplete as soon as the emergency is over. At the instructor's request the Office of the Dean will receive papers and administer examinations, so that the work can be completed as soon as possible after the regular term.

If the course is such that it cannot be completed until the opening of the next regular term (for instance, if the work requires laboratory facilities or library materials available only on campus), the student may use the first days of the new term for completion. However, the deadline is three weeks after the beginning of the next semester of a regular session. The work must be delivered to the instructor in person, and the student must notify the Office of the Registrar in writing that he has done so. If these conditions are not met, the grade will be changed to an "F."

Within two weeks after receiving the work the instructor should file a Removal of Incomplete with the Registrar and assign a permanent grade for the student's performance in the course.

Repeating a Course. A student may, with permission, repeat a course in which he received a D or an F. He will not be charged with additional hours carried, but will receive any additional quality points. For example: If a student passes a course he has failed at the College, his record will be credited with hours passed and all the quality points earned. He will not be charged for hours carried. Therefore, his quality point average will be improved by the full number of quality points, as if he had not failed it previously.

Before repeating a course, a student should consult with the Office of Academic Advising and his faculty adviser. A permission form is signed and filed with the student's registration record at registration so that additional hours are not charged.

Only courses repeated at Mary Washington College serve to improve the student's quality point average. If a student repeats and passes a course at another institution which he failed at the College, he will receive transfer credit for the hours earned. The Mary Washington College record will still include the hours from the failed course.

Changing, Dropping, and Adding Courses

Courses can be added in the first week of class; changed from graded to pass/fail or from pass/fail to graded in the first two weeks of class; dropped without penalty or consultation with the instructors during the first four weeks of class; and dropped passing (if this is the case) until the last three weeks of the semester. The exact deadlines for each period are published by the Registrar each semester. The deadlines for summer school are shorter than those for the regular semester, and are published by the Registrar at the beginning of each summer session.

To add or drop a course, a student who has not declared a major should go to the Office of Academic Advising. A student with a declared major will need the signature of his faculty adviser.

To change from pass/fail to graded or graded to pass/fail, a student must go to the Office of Academic Advising.

To drop a course after the first four weeks of classes, a student must go to the Office of Academic Advising for two forms: a drop/add form and a slip for the instructor of the course. The instructor signs that the student is passing or failing. If the request is made immediately before a scheduled examination, the student must take the examination. If passing, the student drops without penalty. If failing, the student drops with an F. In the last three weeks of class all students drop with an F.

No credit is allowed for a course in which the student is not officially registered and which is not listed on the class schedule filed with the Registrar. A student should check his schedule, issued at the beginning of the term and after the first drop period, and consult the Registrar's Office about any discrepancies.

Probation and Suspension

Probation means a state of warning that a student does not have, for all recorded work, a C average on graded courses. After every grading period all students, except first-semester freshmen, are sent probation notices (or suspension notices, when applicable) if their overall grade-point average has fallen below 2.00.

A student placed on probation should consult his faculty adviser and the Office of Academic Advising.

Suspension means the period of time during which a student is not considered for readmission. A student eligible for probation for the fourth time will be suspended for at least two successive semesters, a full summer session counting as a semester. If a student desires to be readmitted after this period of time, a schedule of return to good standing must be agreed upon in writing between the Dean and the student.

Decisions on academic standing are made upon semester hours credit and quality points of record after each grading period in the regular session and in the summer

session. To be a candidate for a degree a student must be in good academic standing.

Withdrawal from the College

A student who wishes to withdraw from the College during the semester must notify the Registrar in person and, if a minor, must have advance consent of a parent or guardian. The College requests that the student also meet with the Assistant Dean for Academic Advising. At that time, if the student has plans to return, he can be placed on leave of absence.

Recognition of Academic Achievement

The Dean's List. A student carrying at least twelve hours of new work on which quality points may be computed at the close of a grading period and who attains a grade-point average of 3.5 or better on all work taken for graded credit for any semester is placed on the Dean's List of Honor Students. Decisions on the Dean's List are based on a student's record as it stands at the official close of the semester grading period. Thus, Incompletes prevent consideration for the Dean's List. Only quality points earned in courses taken for the first time may be counted for academic honors.

Intermediate Honors. A student at Mary Washington College who, as a freshman and sophomore, has achieved a 3.75 grade-point average is awarded Intermediate Honors. To be eligible for Intermediate Honors, a student must have completed at least fifty-eight credit hours, of which at least forty-four must be work on which quality points may be computed.

Final Honors. A student who, as a junior and senior, attains a 3.75 average is awarded Final Honors at the graduating exercises held at the end of the session. To be eligible for Final Honors, a student must have completed at least fifty-eight credit hours during the last four semesters. At least forty-four hours must be work on which quality points may be computed.

Academic Distinction. General academic attainment of graduating seniors will be recognized through the awards of Distinction, High Distinction and Highest Distinction, based solely on the student's academic average at Mary Washington College. The level of attainment for each award is as follows: Distinction: 3.25; High Distinction: 3.5; Highest Distinction: 3.75. A student may receive both departmental honors and one of the distinction awards.

To be graduated with Distinction, High Distinction or Highest Distinction, a student must have earned at least ninety-four hours on which quality points may be computed.

Awards

Colgate W. Darden Jr. Award. This award was established in 1960 to honor Colgate W. Darden Jr., who was President of the University of Virginia from 1947 to 1959. It consists of a medal, designed by Gaetano

Cecere, formerly of the Department of Art, and a cash sum. It is presented to the senior having the highest academic average.

To be eligible for the Darden Award a student must have earned at least ninety-four hours on which quality points may be computed.

Mary Washington College Alumni Award. An award is presented annually by the Alumni Association at the Senior Convocation to that member of the graduating class who, during his years at Mary Washington, has distinguished himself by academic achievement and outstanding service to the College.

Alpha Phi Sigma Award. The Alpha Phi Sigma honorary scholarship fraternity makes an annual award to the junior who achieved the highest academic average during the freshman and sophomore years.

Grellet C. Simpson Award. The Grellet C. Simpson Award, made possible by an anonymous donor, is presented each year at graduation to a faculty member in recognition of excellence in undergraduate teaching.

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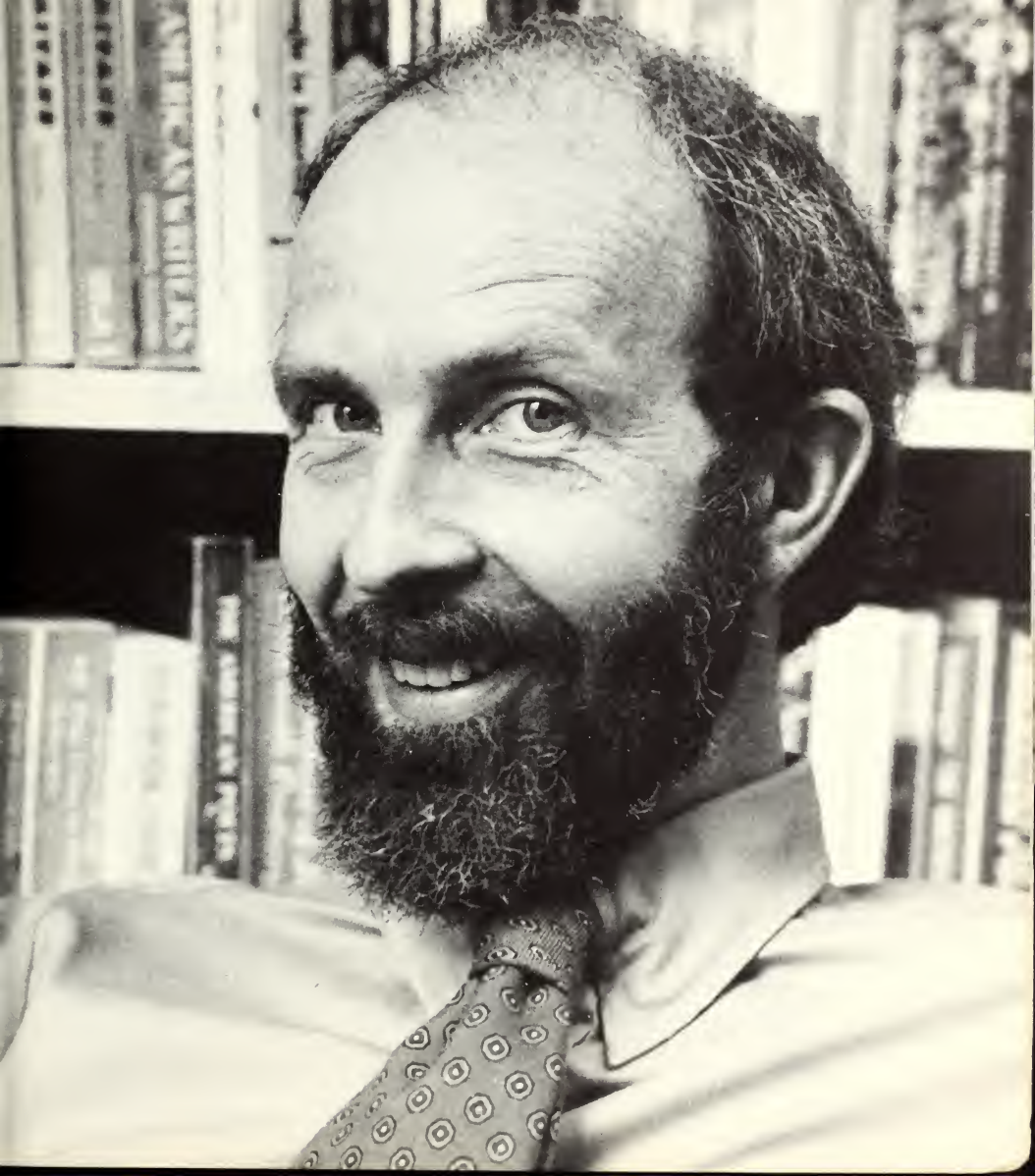

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The Campus

A Walking Tour

The campus buildings, in traditional red-brick and white-columned neo-classical style, are set in 275 acres thickly planted with dogwood, magnolias, boxwood, holly and flowering fruit trees. Much of the campus is still wooded.

A map and legend of the campus are on pages 130–31. This description is to assist visitors in a self-guided tour.

Just inside the main gates on College Avenue, the large building to the right is Combs Science Hall, a modern, four-story science classroom and laboratory. It provides lecture rooms, offices and laboratories for the departments of astronomy, biology, chemistry, geology, mathematics, physics and statistics. Forming a half circle with it are two of the newest residence halls—Jefferson and Bushnell. A walk behind Jefferson leads to Framar, built as a private home and now serving as a small residence hall.

To the right, past Bushnell and down the hill toward Sunken Road, are two large residence halls, Marshall and Russell, and Brent, a small house that serves as the French House.

Moving west on the main College drive, the visitor sees George Washington Hall on the left. This is the administration building, with the offices of the President, the Vice President, the Dean of the College, the Comptroller, the Office of Admissions and Financial Aid, and supportive services. The College's largest auditorium, seating 1600, is here.

To the right on Campus Drive, opposite George Washington Hall, are the twin residence halls, Mason and Randolph, and behind them Marye Hall, a small house used as the Spanish House.

Next on the right is the E. Lee Trinkle Library, the heart of the liberal arts campus. The Library is exceptionally strong, with more than 230,000 volumes, all on open stacks, and 1200 periodicals, a rare book room, a music manuscript and record collection and a microfilm library. Students find it a favorite place to study; it is air conditioned, has a typing room, copying machines and microfilm readers. Its own collections are supplemented with an active inter-library loan system for faculty research.

Directly opposite the Library is Westmoreland, a residence hall, and behind it, facing College Avenue, are two small houses. One of these, Hamlet House, serves as the Counseling Center, and the other, Fairfax House, houses the Alumni Association.

Continuing down Campus Drive, next to Westmoreland, one reaches Ball Circle, the large area where graduation is held each May. At the left of Ball Circle is the complex commonly known as Tri-Unit, with Ball Hall in the center and two smaller halls, Madison and Custis, at each side. At the back of the Circle is Chandler Hall, with classrooms, offices and laboratories for the psychology, English, philosophy and linguistics faculty. It also has an audio-visual room. To the right of the Circle is Virginia Hall, one of the four freshman residence halls; Willard is directly

behind Virginia. Directly behind Willard is the Hugh Mercer Infirmary.

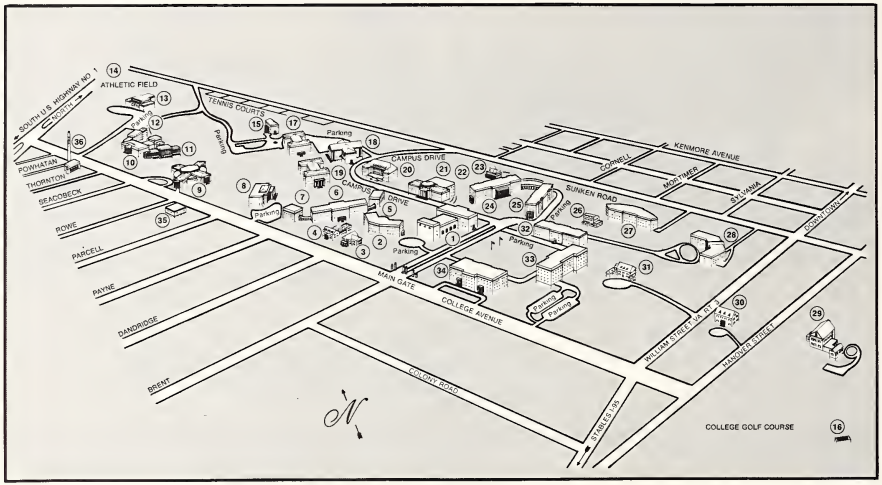
On the right of Campus Drive next to the Library and across from Ball Circle is Lee Hall, the student activities building. The ballroom on the second floor hosts events such as dances, lectures, and faculty meetings. The C Shop, the Placement Bureau, the Bookstore, the Day Students' Lounge, the Office of College Police, the Student Activities Office, the bank, offices for student organizations and publications and lounges fill the building.

As Campus Drive curves toward Sunken Road, on the left is Monroe Hall, the oldest and often considered the most handsome academic structure on campus. This building houses six departments: classics, economics and political science, education, geography, history and religion. It has an assembly hall seating 100.

Other College buildings are best approached by returning to College Avenue and walking toward the Route 1 By-Pass that bounds the campus on the West. Just past Chandler Hall is Seacobeck, with four dining rooms serving all residential students. Past Seacobeck is the impressive Fine Arts Center, set on a slope, with three separate buildings connected by arcades. The center building, du Pont Hall, holds offices, lecture rooms and language laboratories of the Department of Modern Foreign Languages. It also houses the Department of Speech, the facilities of the Department of Dramatic Arts and Dance and the 300-seat Klein Memorial Theater. Art exhibits are often held in the exhibit rooms of du Pont. The attached building to the south is Melchers Hall and houses the Department of Art. It has an art slide library; rooms for painting, sculpture, printmaking and photography; kilns; offices and workrooms for studio courses. The north building, Pollard Hall, holds the classrooms, studios, practice rooms and offices of the Department of Music.

The last building on College Avenue is the newest, Goolrick Hall and was completed in 1970. This building is largely for physical education, health and dance, although the Department of Sociology and Anthropology has classrooms here also. It has an indoor swimming pool, large and small gymnasiums, a handball court, dance studios, exercise rooms and sun decks.

Two blocks off campus stands the lovely and historic Brompton, home of the President of the College. Located on the rise directly above the Stone Wall on Sunken Road, it was erected about 1790. Historians of the National Park Service have written that "no other house on the American continent is more important or better known in connection with military history, and few other homes are better examples of their type." The home was enlarged in 1836 by Colonel John L. Marye and restored, after purchase by the College, in 1946. Its beautiful 175-acre grounds are the site of College events through the year, particularly the May luncheon for graduating seniors.



Campus Map

1 GEORGE WASHINGTON HALL *Administration*
George Washington was closely associated with Fredericksburg.

2 WESTMORELAND HALL *Residence Hall*
Named for the county in Virginia which was the birthplace of a number of prominent Americans, including Robert E. Lee, George Washington and James Monroe.

3 HAMLET HOUSE *Counseling Center*
Originally the private home of William N. Hamlet, who taught at the College for thirty years.

4 FAIRFAX HOUSE *Alumni House*
Named in honor of Anne Fairfax, the wife of George Washington's half-brother, Lawrence.

5 MADISON HALL *Residence Hall*
Named for Dolly Madison, wife of President James Madison.

6 MARY BALL HALL *Residence Hall*
Mary Ball Washington, for whom the College is named, was the mother of George Washington.

7 CUSTIS HALL *Residence Hall*
Named in honor of Mary Custis who became the wife of Robert E. Lee.

8 CHANDLER HALL *Classroom*
Algernon B. Chandler was President of the College from 1919 until his death in 1928.

9 SEACOBECK HALL *Dining Hall*
Named for an Indian village which once occupied the site.

10 duPONT HALL *Classroom*
Named for a close lineal descendant of Mary Ball Washington, Jessie Ball duPont of Wilmington, Delaware and Ditchely, Virginia.

11 MELCHERS HALL *Classroom*
Gari Melchers was an internationally known artist whose home, Belmont, in nearby Falmouth, is a memorial under the trusteeship of the College.

12 POLLARD HALL *Classroom*
Named for John Garland Pollard, Governor of Virginia, Attorney General, college professor, and patron of the arts.
13 GOOLRICK HALL *Gymnasium*
A member of the Virginia General Assembly at the turn of the century, C. O'Conor Goolrick sponsored the 1908 legislation which established the College.
14 ATHLETIC FIELDS
15 HUGH MERCER INFIRMARY
Dr. Mercer, who died as a brigadier general in the Revolutionary War, was a physician in Fredericksburg.
16 LAUNDRY AND MAINTENANCE
17 WILLARD HALL *Residence Hall*
Frances Willard was an educator, social reformer and advocate of the independence of women.
18 MONROE HALL *Classroom*
President James Monroe lived in Fredericksburg.
19 VIRGINIA HALL *Residence Hall*
Named to honor the Commonwealth of Virginia.
20 LEE HALL *Student Activities*
Named for Ann Carter Lee, the mother of Robert E. Lee.
21 TRINKLE LIBRARY
A former Governor of Virginia, E. Lee Trinkle was for many years President of the State Board of Education.
22 AMPHITHEATER
23 MARYE HALL *Spanish House*
The Marye family once owned Brompton and Marye's Heights, on which the College is located.
24 MASON HALL *Residence Hall*
Ann Mason was the mother of George Mason, author of the Bill of Rights.
25 RANDOLPH HALL *Residence Hall*
Named in honor of Martha Jefferson Randolph, a daughter of Thomas Jefferson.
26 BRENT HALL *French House*
Margaret Brent was one of the first American women to advocate political, social and educational equality for women
27 RUSSELL HALL *Residence Hall*
Edward Hutson Russell was the first President of the College
28 MARSHALL HALL *Residence Hall*
Mary Willis Ambler Marshall was the wife of Chief Justice John Marshall.
29 BROMPTON *President's Home*
30 TRENCH HILL
Formerly used as a small residence hall for the College, Trench is now a regional child development center in the State system.
31 FRAMAR HALL *Residence Hall*
Originally built as a home for Frank H. and Marian Leed Reichel.
32 BUSHNELL HALL *Residence Hall*
Named for Nina G. Bushnell, Dean of Women at the College from 1921 to 1950.
33 JEFFERSON HALL *Residence Hall*
Thomas Jefferson, a strong believer in higher education, drafted the famous Statutes for Religious Freedom while in Fredericksburg in 1777.
34 COMBS SCIENCE HALL *Classroom*
Named in honor of Morgan L. Combs, President of the College from 1929 to 1955.
35 POST OFFICE
36 HEATING PLANT

Campus Visits

Requests for individual and group interviews and tours should be addressed to Dr. H. Conrad Warlick, Dean of Admissions and Financial Aid, Box 1098, College Station, Fredericksburg, Virginia 22401. Telephone confirmation may be made by calling (703) 373-7250, ext. 281. Participants should report to the Office of Admissions and Financial Aid, Room 303, third floor, Washington Hall (see campus map).

Individual Interviews of approximately thirty minutes duration may be scheduled between the hours of 9:00 a.m. and 4:00 p.m. Monday through Friday, except for holidays, throughout the calendar year. When the College is in regular session additional individual interviews may be scheduled from 9:00 a.m. to 10:00 a.m. on Saturday morning.

Prospective students and/or their parents may discuss the admissibility of a student with a representative of the Office of Admissions and Financial Aid. Requests for individual interviews should be made well in advance. All appointments will be confirmed in writing.

Group Information sessions are scheduled at 10:30 a.m. and at 2:00 p.m. Monday through Friday, except for holidays, throughout the calendar year. When the College is in regular session, one additional group session is scheduled on Saturday morning at 10:30 a.m.

At a group session, a representative from the Office of Admissions and Financial Aid will discuss admissions procedures and policies, costs, financial assistance, academic programs and other topics of general interest. Provisions are made to answer individual questions.

Although an appointment is not necessary for participation in a group session, notification of intent to participate will assist the staff in providing accommodations for the group.

A student-conducted tour of the campus will follow each group information session.

Student-Conducted Tours of the Campus are provided only following each group information session. A student guide will show buildings and activities that are of general interest to prospective students, parents and others. The duration of a tour will vary from 30 to 60 minutes and the format will vary according to the interests and available time of the participants.

It is not necessary to participate in an individual interview or a group information session to join a tour. Notification of intent to take a tour is helpful for planning purposes but is not necessary.

Mary
Washington
College

Fredericksburg
Virginia
22401